



Kentucky Department
of Education

KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

Gene Wilhoit, Commissioner of Education

During the spring of the 2001-2002 school year, end-of-primary, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th and 12th grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

SPRING 2002 KENTUCKY PERFORMANCE REPORT

District: STATE

Code: 999

Grade: PRIMARY-12

DATA REVISED AFTER SEPTEMBER 19, 2002 PUBLIC RELEASE

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SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

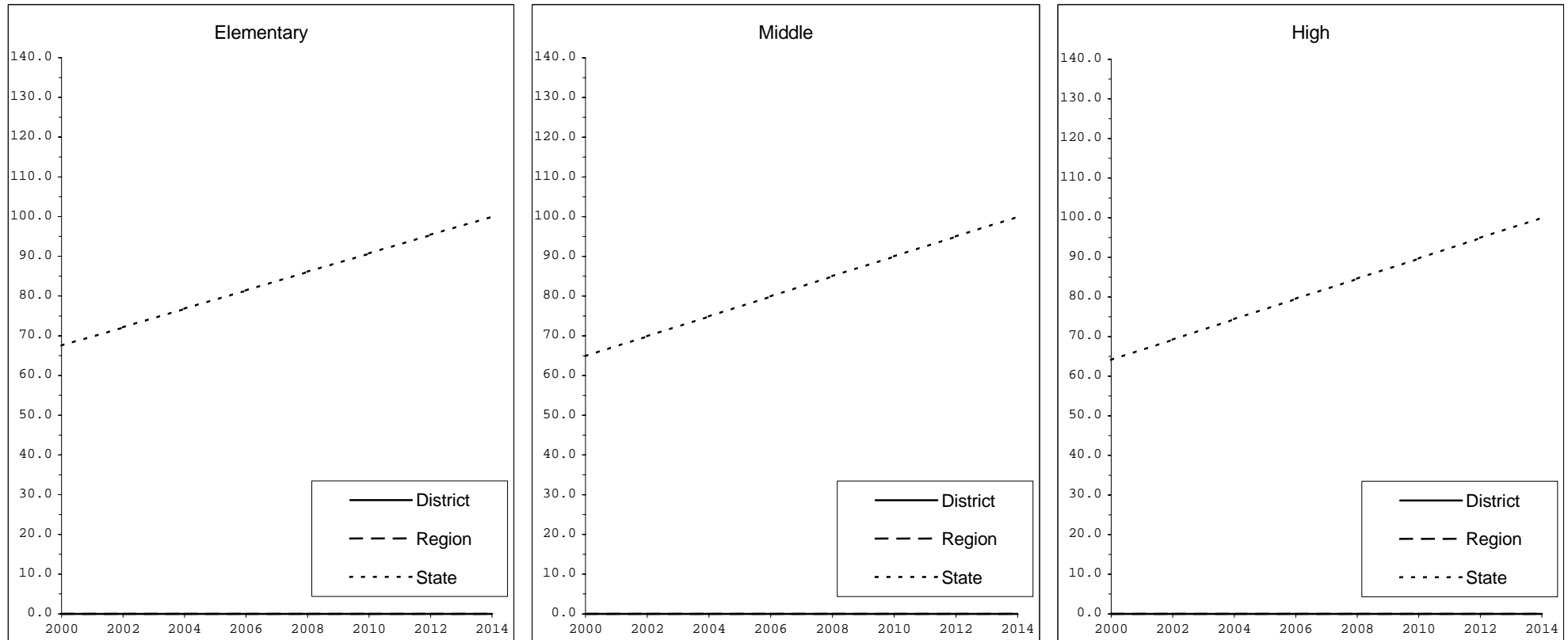
The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY CYCLE 2002

District: STATE
 Code: 999

District, Region and State Comparison



Goal Lines		2000	2002	2004	2006	2008	2010	2012	2014
Elementary	District	.	.	.	.	.	.	.	.
	Region	.	.	.	.	.	.	.	.
	State	67.5	72.1	76.8	81.4	86.1	90.7	95.4	100.0
Middle	District	.	.	.	.	.	.	.	.
	Region	.	.	.	.	.	.	.	.
	State	64.9	69.9	74.9	79.9	85.0	90.0	95.0	100.0
High	District	.	.	.	.	.	.	.	.
	Region	.	.	.	.	.	.	.	.
	State	64.1	69.2	74.4	79.5	84.6	89.7	94.9	100.0

NOTE: District, Region and State goal lines do not include a standard error in their calculation as in the calculation of School goal lines.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

District: STATE
 Code: 999
 Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	78.8842	79.9438	80.6947	81.8860
Mathematics	57.7370	60.5295	63.9183	66.0938
Science	70.1555	72.9790	77.0291	77.3533
Social Studies	66.3121	67.0451	68.4821	71.0911
Arts and Humanities	41.3031	43.9714	44.5600	49.2759
Prac. Living/Voc. Studies	69.7287	70.0181	72.0758	73.8081
Writing	51.9626	54.2193	58.6735	62.1468
Total Academic Index	64.4	66.2	68.8	70.9

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	76.4772	81.0206	84.2028	86.9338

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index	66.5	68.4	70.9	72.9

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	95.17	94.94	95.11	95.08
Dropout Rate				
Retention Rate	1.05	1.28	1.11	0.93
Successful Transition to Adult Life				
Non-Academic Index	95.9260	95.6960	95.8660	95.8780

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	51,641	50,854	49,800	48,764
Number Tested Grade 4	48,553	49,554	49,949	49,302
Number Tested Grade 5	46,795	48,476	49,508	50,207



Kentucky Department
of Education

SPRING 2002 KENTUCKY PERFORMANCE REPORT ACCOUNTABILITY TREND

District: STATE

Code: 999

Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	78.0574	78.3492	80.4838	81.3738
Mathematics	56.9277	59.9059	62.3653	61.2926
Science	61.4530	62.3488	64.4494	67.4381
Social Studies	60.8933	64.1017	67.2831	67.7492
Arts and Humanities	57.1696	62.5874	64.1463	64.2615
Prac. Living/Voc. Studies	66.4538	66.0651	67.8167	67.6282
Writing	39.2408	41.1272	43.5123	46.3395
Total Academic Index	59.7	61.7	64.0	65.0

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	75.1166	77.2121	77.6695	78.6956

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	64.0	65.8	67.8	68.7

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.28	94.06	94.47	94.34
Dropout Rate	0.72	0.44	0.32	0.25
Retention Rate	2.28	2.24	2.04	1.91
Successful Transition to Adult Life				
Non-Academic Index	96.6560	96.6400	96.9080	96.9220

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	47,557	46,860	48,668	49,861
Number Tested Grade 7	48,176	48,186	47,657	49,266
Number Tested Grade 8	48,936	47,448	47,544	47,367



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

District: STATE
 Code: 999
 Grade: High School

Academic Index				
	1999	2000	2001	2002
Reading	63.6036	67.6895	68.8478	67.7694
Mathematics	56.0741	57.2291	60.6746	62.3366
Science	59.1235	60.5251	62.0568	64.5194
Social Studies	62.3337	63.4642	64.7954	68.1713
Arts and Humanities	48.0611	51.3813	56.8286	62.5826
Prac. Living/Voc. Studies	71.4429	73.4555	73.5979	72.7549
Writing	56.0823	55.2072	59.0270	60.1484
Total Academic Index	59.5	61.1	63.4	65.1

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	70.7438	72.7813	73.9838	75.4376

High School Accountability Index				
	1999	2000	2001	2002
Accountability Index	63.4	64.8	66.9	68.4

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	92.07	92.12	92.51	92.51
Dropout Rate	5.34	4.99	5.10	4.76
Retention Rate	6.27	6.96	7.14	6.71
Successful Transition to Adult Life	95.00	95.19	95.32	95.08
Non-Academic Index	94.2230	94.4011	94.4775	94.5365

** Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 9	51,397	51,757	50,590	50,828
Number Tested Grade 10	45,976	44,580	45,565	45,243
Number Tested Grade 11	40,756	40,649	39,401	40,514
Number Tested Grade 12	37,976	37,974	37,683	37,276



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 04

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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Gender (Female) vs Male	23,279	23,921	24,230	23,522	24,916	25,253	25,286	25,332	SD*	SD*	SD*	SD*	n	n	n	n																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	41,665	42,474	42,489	41,691	5,093	5,176	5,432	5,494	322	377	431	528	257	233	266	305	498	499	616	595	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 05

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	22,622	23,261	23,870	24,359	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	40,515 4,690 306 280 464	41,598 5,020 356 255 528	42,459 5,144 414 259 595	42,731 5,488 496 299 593	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*
Title I (Participating) vs Non-Participating	30,087 16,406	31,334 16,814	32,334 16,786	33,214 16,579	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	1,094 45,399	1,012 47,136	748 48,372	685 49,108	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Limited English Proficiency (Participating) vs Non-Participating	132 46,361	127 48,021	159 48,961	188 49,605	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Extended School Services (Participating) vs Non-Participating	11,107 35,386	11,425 36,723	11,702 37,418	12,749 37,044	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	7,814 38,679	8,073 40,075	8,322 40,798	9,045 40,748	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	21,340 25,153	23,035 25,113	23,182 25,938	24,641 25,152	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	5,834 40,659	6,092 42,056	5,840 43,280	6,191 43,602	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

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Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
 (n): non-significant difference (SD*): Significant difference at the .05 level

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	22,970	23,278	22,895	23,609	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n		
Ethnicity (White) vs African American	41,758	41,901	41,033	42,088										
vs Hispanic	4,722	4,599	4,802	5,129	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
vs Asian	317	330	403	449	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
vs Other	274	309	277	327	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
	484	502	550	615	n	SD*	n	SD*	n	SD*	SD*	SD*		
Title I (Participating) vs Non-Participating	22,502	21,689	21,853	22,844										
	25,286	26,155	25,414	26,012	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Migrant Program (Participating) vs Non-Participating	763	816	519	554										
	47,025	47,028	46,748	48,302	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Limited English Proficiency (Participating) vs Non-Participating	89	113	111	119										
	47,699	47,731	47,156	48,737	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Extended School Services (Participating) vs Non-Participating	8,513	9,122	9,310	9,973										
	39,275	38,722	37,957	38,883	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	6,813	6,922	7,579	8,226										
	40,975	40,922	39,688	40,630	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	19,585	20,732	20,460	22,205										
	28,203	27,112	26,807	26,651	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	5,374	5,626	5,559	5,763										
	42,414	42,218	41,708	43,093	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	23,312	22,729	22,989	22,893	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	42,859 4,386 317 270 502	41,209 4,590 337 279 511	41,200 4,526 344 322 543	40,780 4,723 453 311 547	SD* SD* SD* SD* SD*	SD* SD* SD* SD* n	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* n	SD* SD* SD* SD* n	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* n	SD* SD* SD* SD* n	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*	SD* SD* SD* SD* SD*
Title I (Participating) vs Non-Participating	22,409 26,135	20,939 26,166	21,209 25,943	21,583 25,374	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	734 47,810	597 46,508	547 46,605	449 46,508	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Limited English Proficiency (Participating) vs Non-Participating	73 48,471	94 47,011	92 47,060	118 46,839	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Extended School Services (Participating) vs Non-Participating	6,932 41,612	7,469 39,636	7,403 39,749	7,703 39,254	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	6,720 41,824	6,752 40,353	7,193 39,959	8,093 38,864	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	18,706 29,838	18,978 28,127	19,510 27,642	20,016 26,941	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Disability Status (With) vs Without	5,063 43,481	5,260 41,845	5,334 41,818	5,457 41,500	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 10

SUBGROUPS:	Number of Students				READING GAP				PL/VIS GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	22,379	21,817	21,906	21,848										
	23,277	22,395	23,240	23,012	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	40,076 4,158 299 268 588	38,913 3,950 285 314 574	39,624 4,059 318 328 602	39,187 4,270 394 357 535										
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
					n	n	SD*	n	n	n	SD*	SD*		
Title I (Participating) vs Non-Participating	3,985 41,752	4,549 39,718	4,660 40,536	4,899 40,000	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Migrant Program (Participating) vs Non-Participating	310 45,427	308 43,959	254 44,942	222 44,677	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Limited English Proficiency (Participating) vs Non-Participating	180 45,557	188 44,079	169 45,027	177 44,722	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Extended School Services (Participating) vs Non-Participating	5,855 39,882	6,495 37,772	6,130 39,066	6,632 38,267	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	4,346 41,391	5,053 39,214	5,807 39,389	6,628 38,271	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	12,871 32,866	13,607 30,660	14,045 31,151	15,199 29,700	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	45,737 14,985	29,282 11,682	19,212 14,302 11,682	18,209 15,478 11,212			SD*	SD*			SD*	SD*		
					SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	3,254 42,483	3,214 41,053	3,708 41,488	4,050 40,849	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
DISAGGREGATION GAP TRENDS

District: STATE
 Code: 999
 Grade: 11

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SCIENCE GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	20,536	20,251	19,787	20,033	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Ethnicity (White) vs African American	35,884	35,602	34,371	35,552	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
vs Hispanic	3,335	3,493	3,391	3,339	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
vs Asian	220	279	254	307	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
vs Other	253	266	286	324	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	544	493	549	479	n	n	n	SD*	SD*	n	n	SD*	n	n	n	SD*	n	n	n	SD*
Title I (Participating) vs Non-Participating	3,372	4,186	3,692	4,306	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	37,146	36,152	35,342	35,864	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Migrant Program (Participating) vs Non-Participating	184	179	137	104	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	40,334	40,159	38,897	40,066	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Limited English Proficiency (Participating) vs Non-Participating	146	161	172	128	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	40,372	40,177	38,862	40,042	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Extended School Services (Participating) vs Non-Participating	5,297	5,334	5,235	5,570	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*
	35,221	35,004	33,799	34,600	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*
Gifted and Talented Program (Participating) vs Non-Participating	4,426	5,033	5,295	6,341	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	36,092	35,305	33,739	33,829	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	9,675	10,327	10,545	11,677	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	30,843	30,011	28,489	28,493	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits	40,518	28,416	16,966	16,151			SD*	SD*			SD*	SD*			SD*	SD*			SD*	SD*
vs Not Concentrating		11,922	7,959	7,622		SD*	SD*	SD*		SD*	SD*	SD*		SD*	SD*	SD*		SD*	SD*	SD*
Disability Status (With) vs Without	2,421	2,539	2,653	3,023	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
	38,097	37,799	36,381	37,147	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

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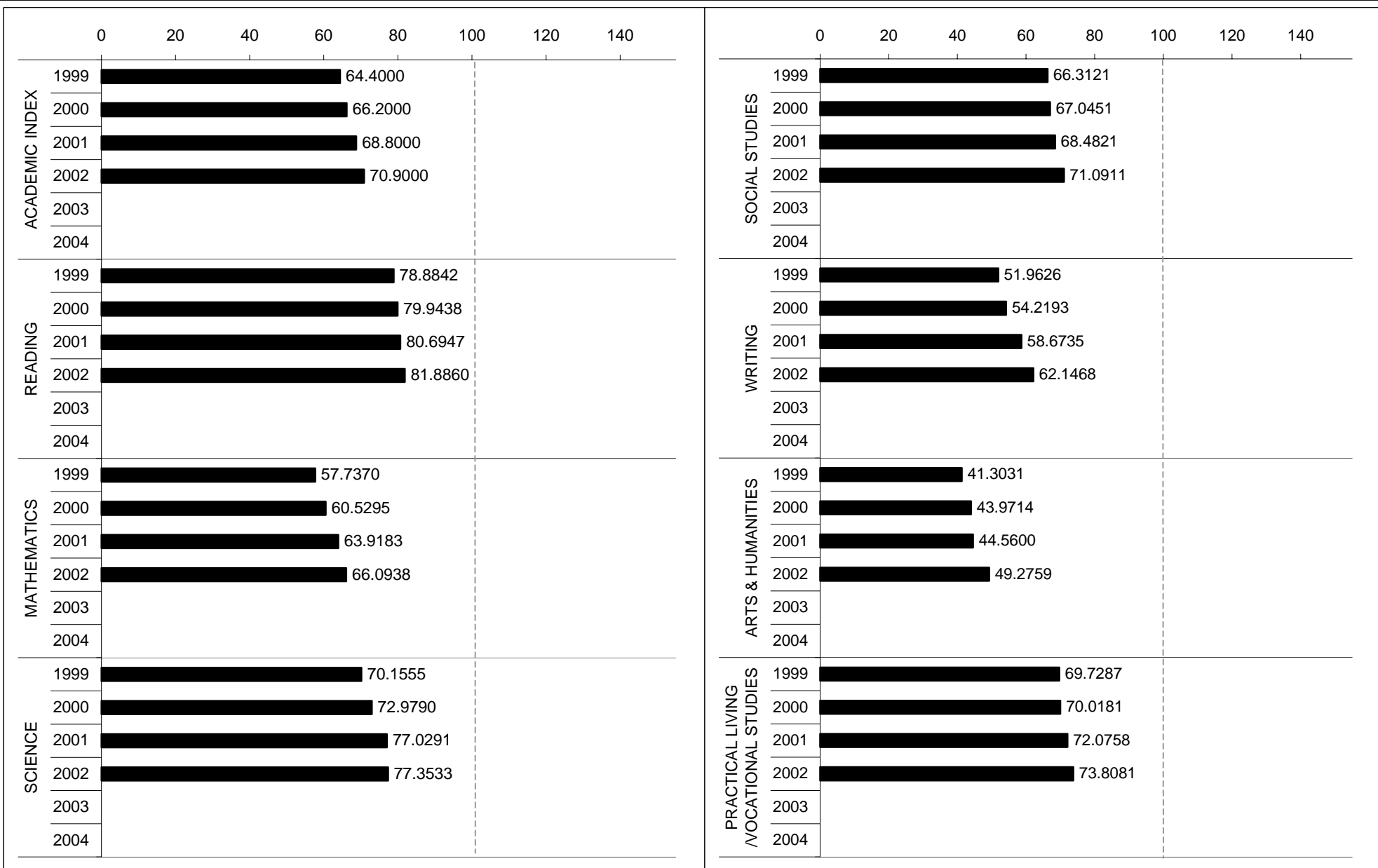
Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students
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KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

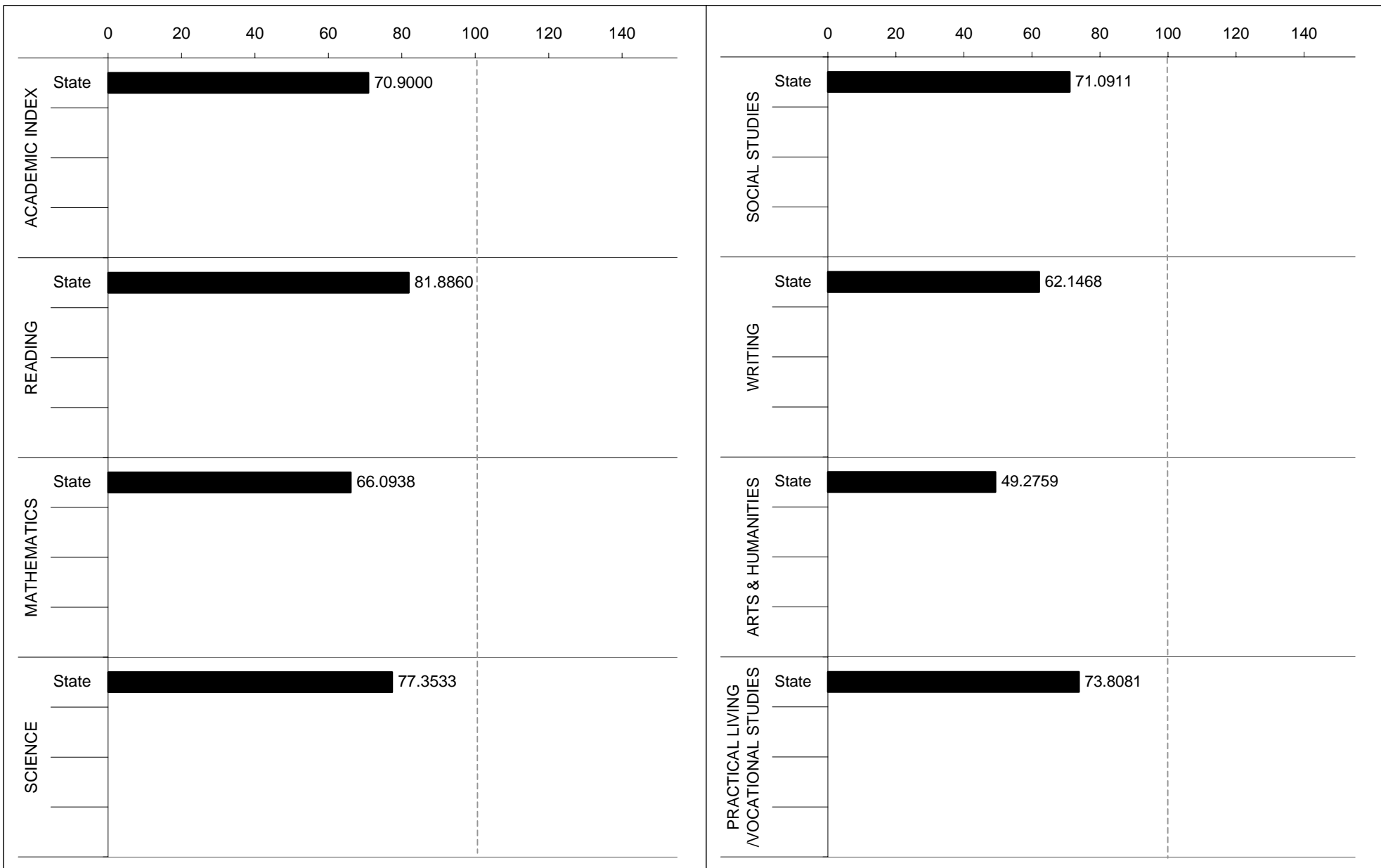
District: STATE
 Code: 999
 Grade: 04/05





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KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

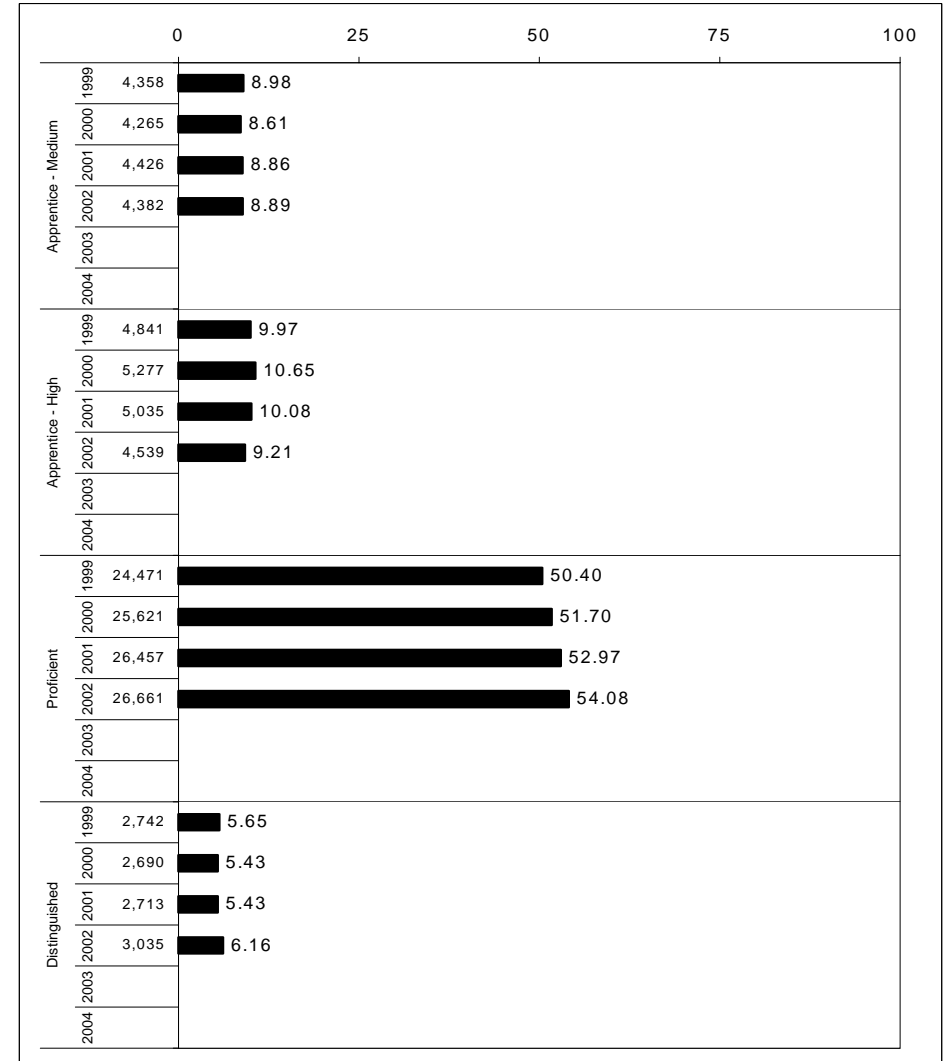
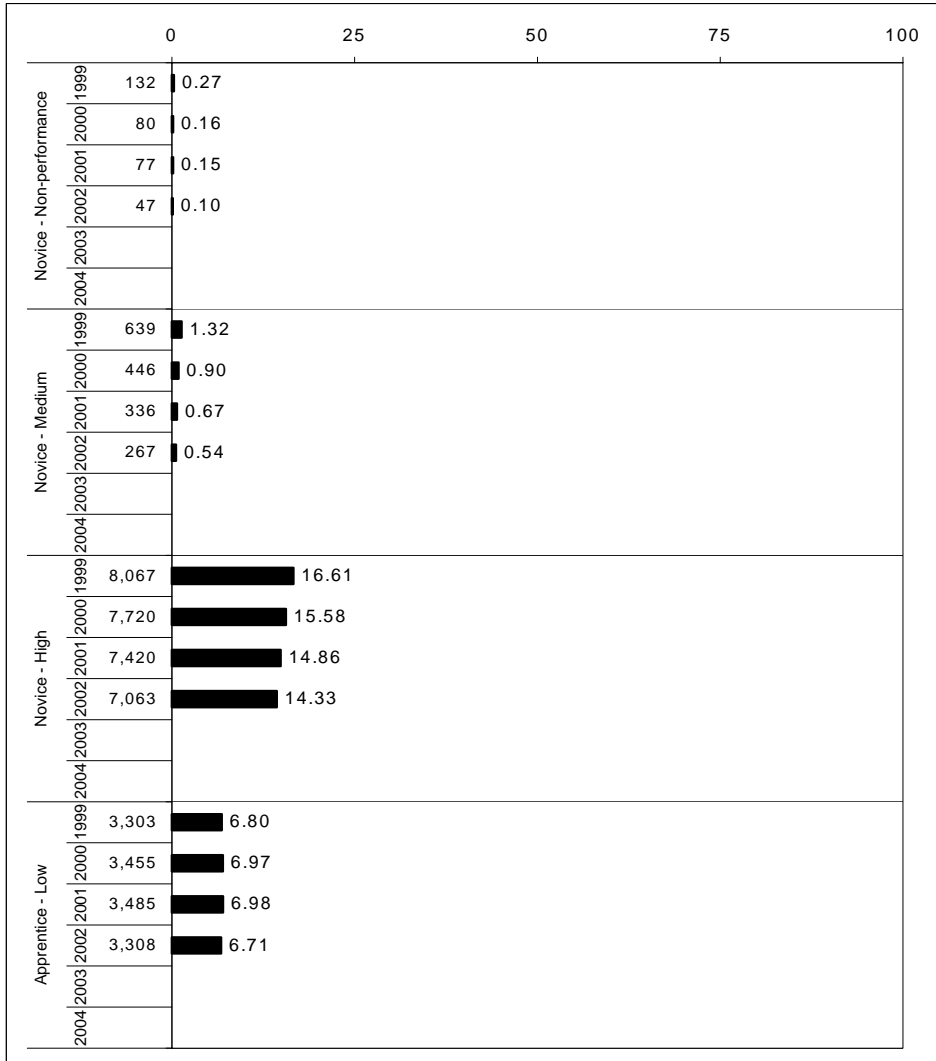
District: STATE
 Code: 999
 Grade: 04/05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.3	2.3						♦			
Informational	40	2.3	2.3						♦			
Persuasive	15	2.2	2.2						♦			
Practical/Workplace	20	2.2	2.2						♦			

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: STATE
 Code: 999
 Grade: 04

OPEN RESPONSE	No. Items	No. Observations	STATE							Std. Err.		STATE							School -State Mean		
			Percents									Mean	No. Observations	Percents						Mean	
			B	0	1	2	3	4	B					0	1	2	3	4			
1.0.x - Literary	15	146,558	0	4	22	54	17	3	1.9												
2.0.x - Informational	8	73,212	0	3	20	54	18	4	2.0												
3.0.x - Persuasive	3	24,490	0	3	21	57	17	2	1.9												
4.0.x - Practical/Workplace	4	48,852	0	5	22	48	20	5	2.0												
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult <td colspan="3"></td>						
1.0.x - Literary	60	586,232	75	25	0					0.75											
2.0.x - Informational	32	292,848	73	27	0					0.73											
3.0.x - Persuasive	12	97,960	70	30	0					0.70											
4.0.x - Practical/Workplace	16	195,408	68	31	0					0.68											

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 04

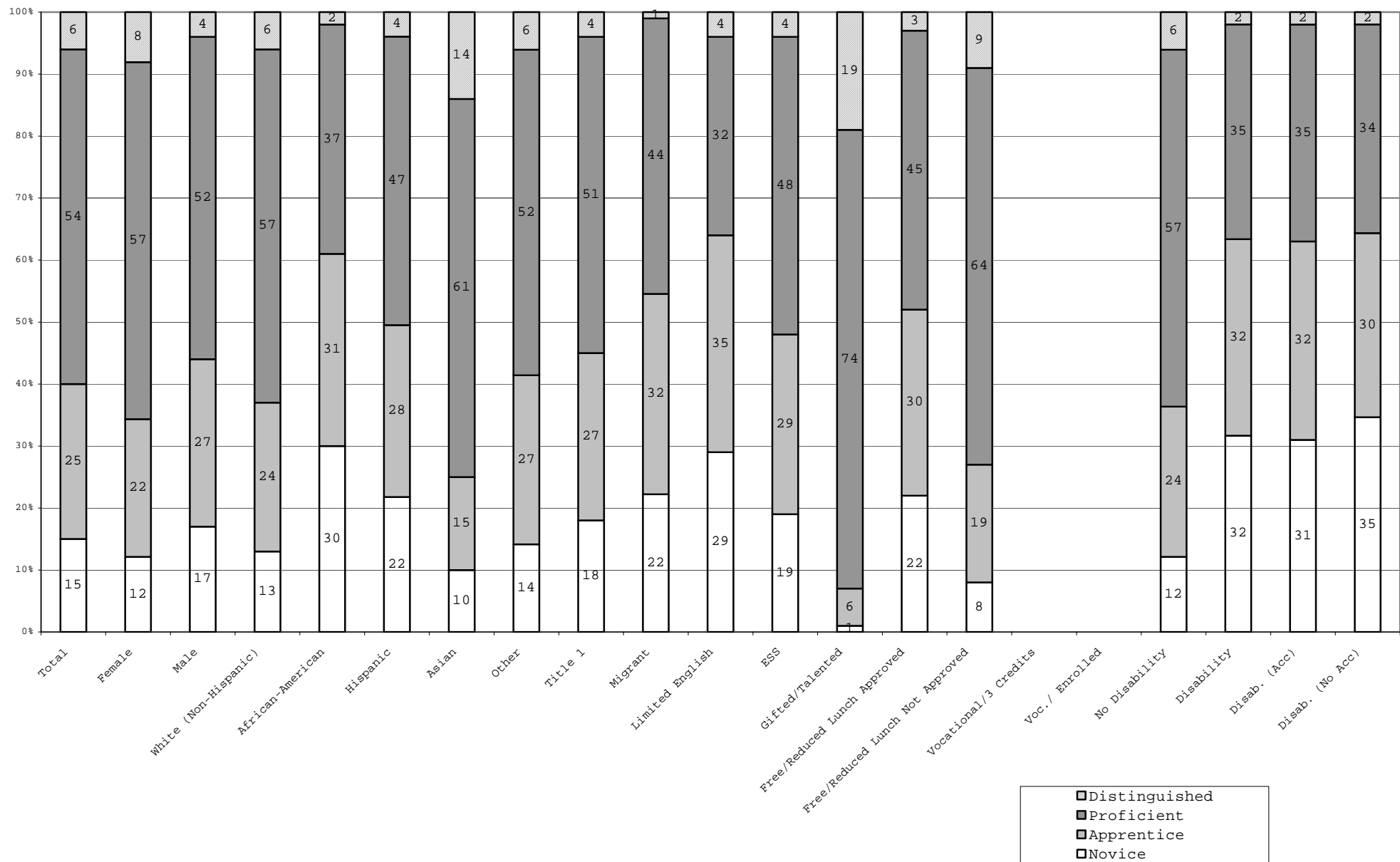
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	2,319	5%	(5%)	12,967	27%	(27%)	21,824	45%	(45%)	11,265	23%	(23%)	410	1%	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	533	1%	(1%)	1,108	2%	(2%)	28,761	59%	(59%)	17,900	37%	(37%)	442	1%	(1%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	1,645	3%	(3%)	1,523	3%	(3%)	8,765	18%	(18%)	36,414	74%	(74%)	472	1%	(1%)
39 On a typical school day, how much time do you spend reading in classes other than reading class?	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	1,968	4%	(4%)	24,900	51%	(51%)	15,835	32%	(32%)	3,195	7%	(7%)	2,415	5%	(5%)
In your class, how often do you do the following:															
40 listen to an adult read aloud	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	2,933	6%	(6%)	15,696	32%	(32%)	4,803	10%	(10%)	8,277	17%	(17%)	16,705	34%	(34%)
41 use a chart or web when you read	16,953	35%	(35%)	16,285	33%	(33%)	5,481	11%	(11%)	5,528	11%	(11%)	4,050	8%	(8%)
42 read stories, poems, or books other than a textbook	2,589	5%	(5%)	11,503	24%	(24%)	6,138	13%	(13%)	10,550	22%	(22%)	17,559	36%	(36%)
43 read newspapers or magazines	11,329	23%	(23%)	16,274	33%	(33%)	8,874	18%	(18%)	6,375	13%	(13%)	5,524	11%	(11%)
44 spend time thinking or talking about what you are going to read BEFORE you read	10,061	21%	(21%)	14,045	29%	(29%)	7,574	15%	(15%)	8,101	17%	(17%)	8,534	17%	(17%)
45 use a computer to read poems, articles, stories, or books	21,570	44%	(44%)	12,797	26%	(26%)	5,025	10%	(10%)	4,649	10%	(10%)	4,261	9%	(9%)
46 use a computer to answer questions about poems, articles, stories or books you have read	17,299	35%	(35%)	13,095	27%	(27%)	5,841	12%	(12%)	6,163	13%	(13%)	5,892	12%	(12%)
47 write about what you read	7,544	15%	(15%)	18,243	37%	(37%)	7,431	15%	(15%)	7,814	16%	(16%)	7,251	15%	(15%)
48 talk about what you read with a teacher or other students	6,578	13%	(13%)	16,251	33%	(33%)	7,053	14%	(14%)	8,454	17%	(17%)	10,047	21%	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 04

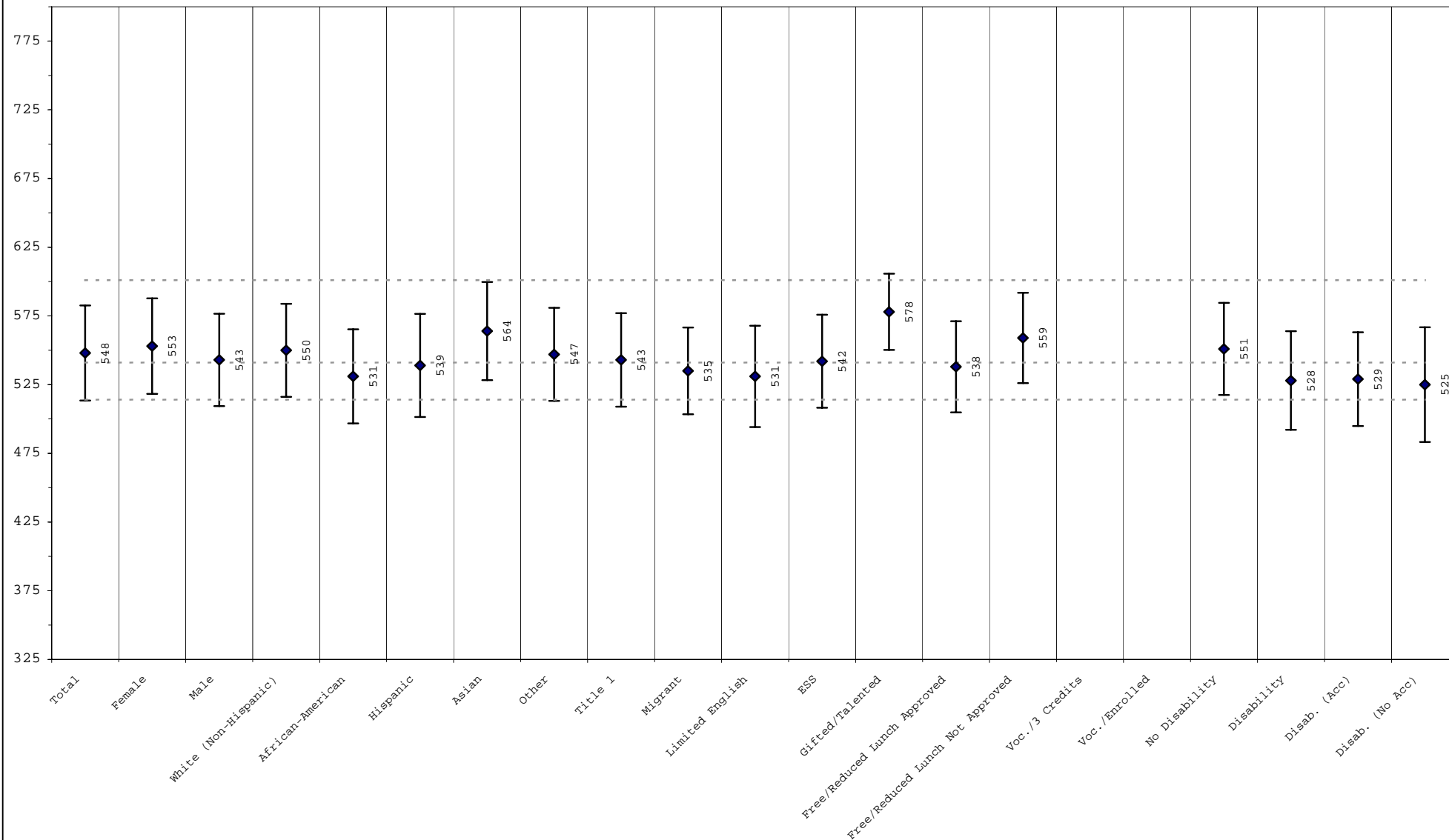


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: STATE
 Code: 999
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										48,888		548 (0.2)
Gender:												
Female										23,522	48%	553 (0.2)
Male										25,332	52%	543 (0.2)
Gap Female vs Male												10*
Ethnicity												
White (Non-Hispanic)										41,691	85%	550 (0.2)
African-American										5,494	11%	531 (0.5)
Hispanic										528	1%	539 (1.6)
Asian										305	1%	564 (2.0)
Other										595	1%	547 (1.4)
Gap White vs African American												19*
Gap White vs Hispanic												11*
Gap White vs Asian												-14*
Gap White vs Other												3*
Title I												
Participating Students										33,183	68%	543 (0.2)
Not Participating										15,705	32%	558 (0.3)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students										692	1%	535 (1.2)
Not Participating										48,196	99%	548 (0.2)
Gap Participating vs Non-Participating												-13*
Limited English Proficiency												
Participating Students										214		531 (2.5)
Not Participating										48,674	100%	548 (0.2)
Gap Participating vs Non-Participating												-17*
Extended School Services												
Participating Students										15,656	32%	542 (0.3)
Not Participating										33,232	68%	551 (0.2)
Gap Participating vs Non-Participating												-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 04

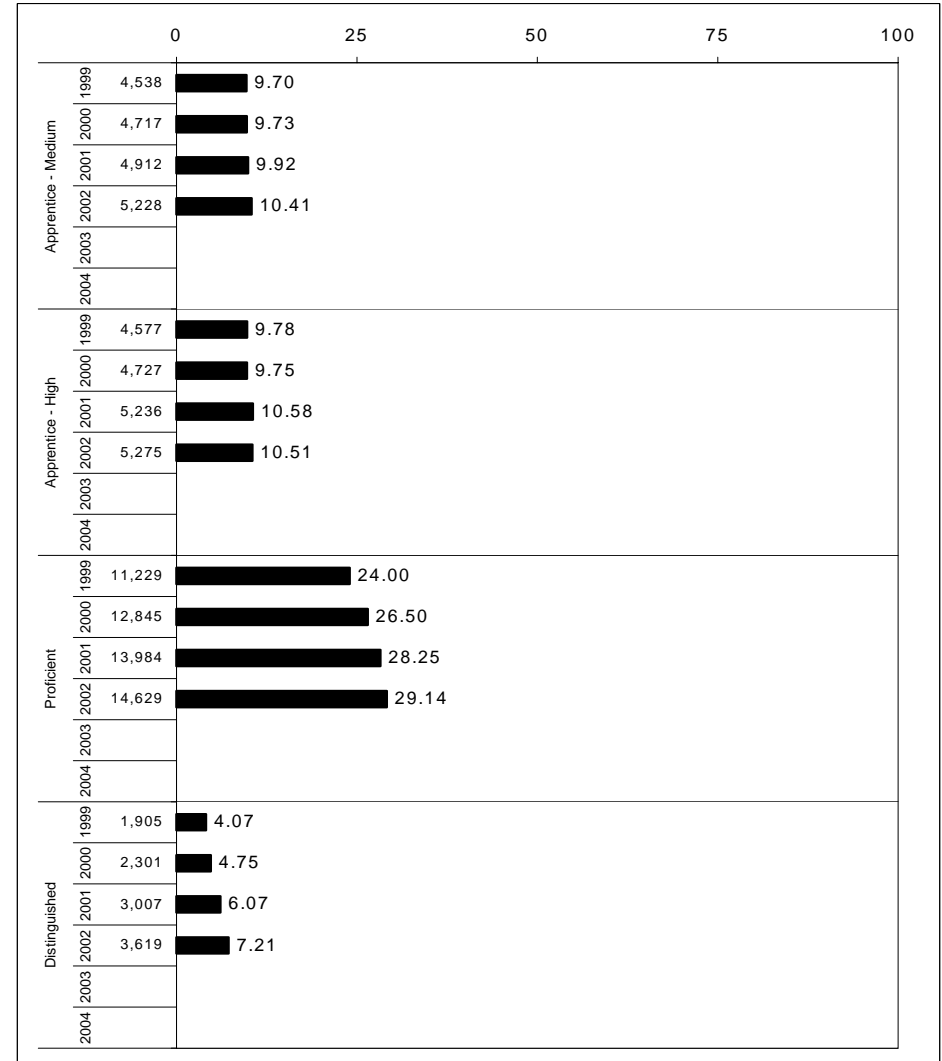
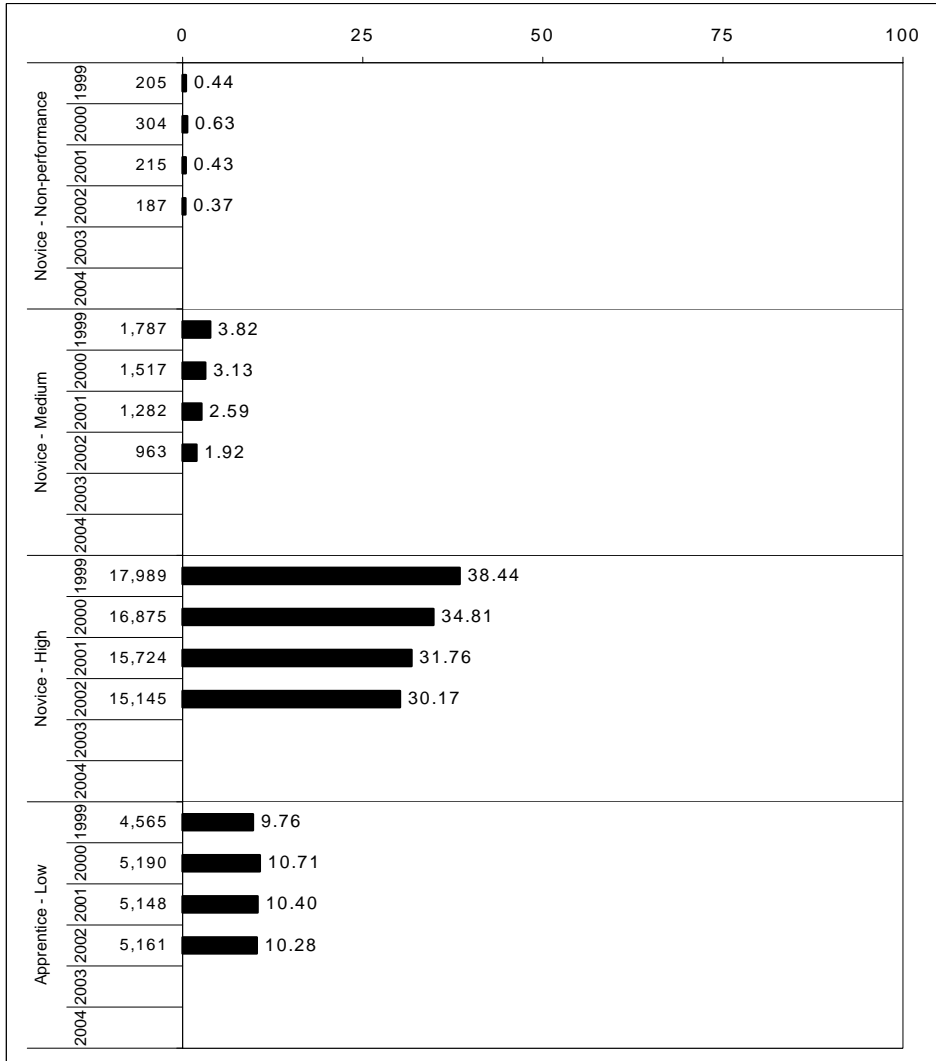
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										8,197	17%	578 (0.3)
Not Participating										40,691	83%	542 (0.2)
<i>Gap Participating vs Non-Participating</i>												36*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										24,818	51%	538 (0.2)
Not Approved (includes not coded)										24,070	49%	559 (0.2)
<i>Gap Approved vs Not Approved</i>												-21*
Disability Status												
Students without Disabilities (includes not coded)										42,922	88%	551 (0.2)
Students with Disabilities										5,966	12%	528 (0.5)
Tested with Accommodations										4,758	10%	529 (0.5)
Tested without Accommodations										1,208	2%	525 (1.2)
<i>Gap With vs Without</i>												-23*
Alternate Portfolio										414	1%	
Exemptions (On-Demand)												
Medical										96		
LEP										250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 05

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	73	2.2	2.2									
Geometry/Measurement	42	2.2	2.2									
Probability/Statistics	28	2.1	2.1									
Algebraic Ideas	24	2.1	2.1									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: STATE
 Code: 999
 Grade: 05

OPEN RESPONSE	No.	STATE									STATE									School		
	Items	No.	Percents							Mean	Std.	Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations				B	0	1	2	3	4				
1.x.x - Number/Computation	16	132,259	0	15	22	23	22	18	2.0													
1.1.x - Concepts	7	58,050	0	14	22	21	20	23	2.1													
1.2.x - Skills	12	98,942	0	16	23	23	22	16	2.0													
1.3.x - Relationships	4	33,317	0	12	18	26	24	20	2.2													
2.x.x - Geometry/Measurement	10	82,772	0	19	19	26	22	14	1.9													
2.1.x - Concepts	5	41,234	0	20	23	23	22	12	1.8													
2.2.x - Skills	7	58,019	0	23	15	26	20	15	1.9													
2.3.x - Relationships	4	33,158	0	22	23	23	20	11	1.7													
3.x.x - Probability/Statistics	8	66,124	0	21	22	17	21	18	1.9													
3.1.x - Concepts	2	16,465	0	33	14	12	13	28	1.9													
3.2.x - Skills	8	66,124	0	21	22	17	21	18	1.9													
3.3.x - Relationships	1	8,269	0	20	27	14	27	11	1.8													
4.x.x - Algebraic Ideas	7	57,885	0	17	22	15	28	17	2.0													
4.1.x - Concepts	1	8,243	0	20	31	17	17	14	1.7													
4.2.x - Skills	6	49,642	0	17	21	15	30	17	2.1													
4.3.x - Relationships	1	8,243	0	5	11	13	59	11	2.6													
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	57	579,280	67	33	0				0.67													
1.1.x - Concepts	20	207,078	69	31	0				0.69													
1.2.x - Skills	37	364,715	67	33	0				0.67													
1.3.x - Relationships	7	90,867	66	34	0				0.66													
2.x.x - Geometry/Measurement	32	306,040	64	36	0				0.64													
2.1.x - Concepts	11	91,027	63	37	0				0.63													
2.2.x - Skills	17	165,400	64	36	0				0.64													
2.3.x - Relationships	7	74,505	62	38	0				0.62													
3.x.x - Probability/Statistics	20	190,357	65	35	0				0.65													
3.1.x - Concepts	6	57,884	67	33	0				0.67													
3.2.x - Skills	14	132,445	64	36	0				0.64													
3.3.x - Relationships	1	8,269	68	32	0				0.68													
4.x.x - Algebraic Ideas	17	165,364	59	41	0				0.59													
4.1.x - Concepts	3	24,892	53	47	0				0.53													
4.2.x - Skills	15	148,715	60	40	0				0.60													
4.3.x - Relationships	1	8,240	47	53	0				0.47													

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 05

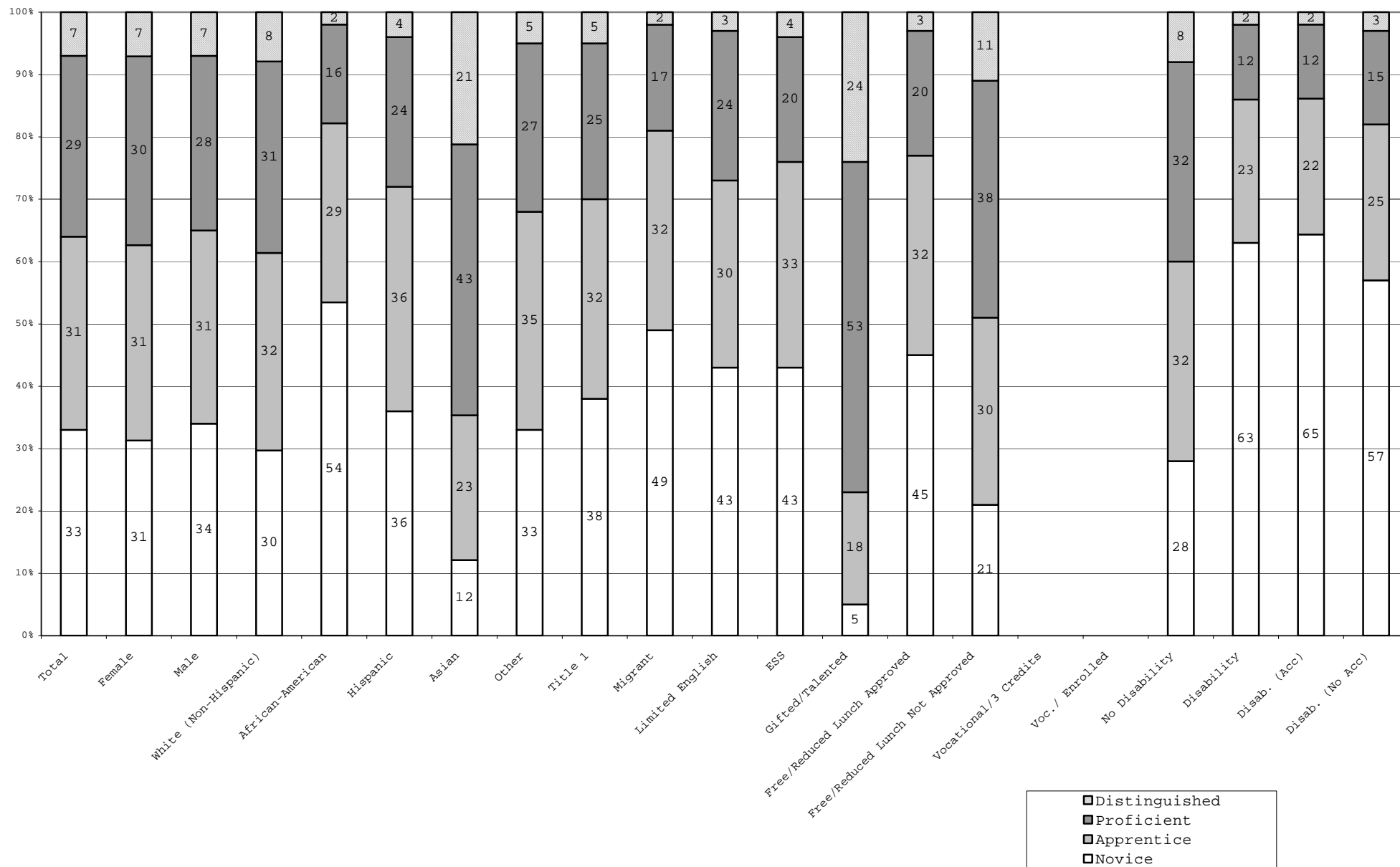
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	458	1%	(1%)	4,748	10%	(10%)	25,748	52%	(52%)	18,302	37%	(37%)	416	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	374	1%	(1%)	874	2%	(2%)	28,713	58%	(58%)	19,240	39%	(39%)	477	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,240	2%	(2%)	923	2%	(2%)	6,558	13%	(13%)	40,552	81%	(81%)	484	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	3,116	6%	(6%)	32,140	65%	(65%)	4,730	9%	(9%)	6,339	13%	(13%)	3,001	6%	(6%)
40 work on mathematics tasks/projects that require more than one class period	8,104	16%	(16%)	22,210	45%	(45%)	6,752	14%	(14%)	6,880	14%	(14%)	5,234	11%	(11%)
41 use a calculator	3,175	6%	(6%)	18,694	38%	(38%)	5,465	11%	(11%)	10,123	20%	(20%)	11,808	24%	(24%)
42 use a computer	16,977	34%	(34%)	14,042	28%	(28%)	6,979	14%	(14%)	6,339	13%	(13%)	4,863	10%	(10%)
43 write about mathematics	8,498	17%	(17%)	16,668	33%	(33%)	6,635	13%	(13%)	8,145	16%	(16%)	9,146	18%	(18%)
44 use hands-on materials other than books, worksheets, calculators or computers	4,594	9%	(9%)	19,822	40%	(40%)	7,058	14%	(14%)	9,203	18%	(18%)	8,467	17%	(17%)
45 draw pictures or charts to help explain your thinking	2,047	4%	(4%)	16,756	34%	(34%)	7,751	16%	(16%)	12,568	25%	(25%)	10,027	20%	(20%)
46 discuss different ways to solve problems	1,318	3%	(3%)	9,014	18%	(18%)	6,122	12%	(12%)	12,465	25%	(25%)	20,275	41%	(41%)
47 receive notes or comments about your work that help you understand mathematics	7,431	15%	(15%)	16,896	34%	(34%)	6,834	14%	(14%)	8,925	18%	(18%)	9,028	18%	(18%)
48 work on mathematics that is about real-life experiences	6,349	13%	(13%)	16,123	32%	(32%)	6,751	14%	(14%)	9,687	19%	(19%)	10,261	21%	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 05

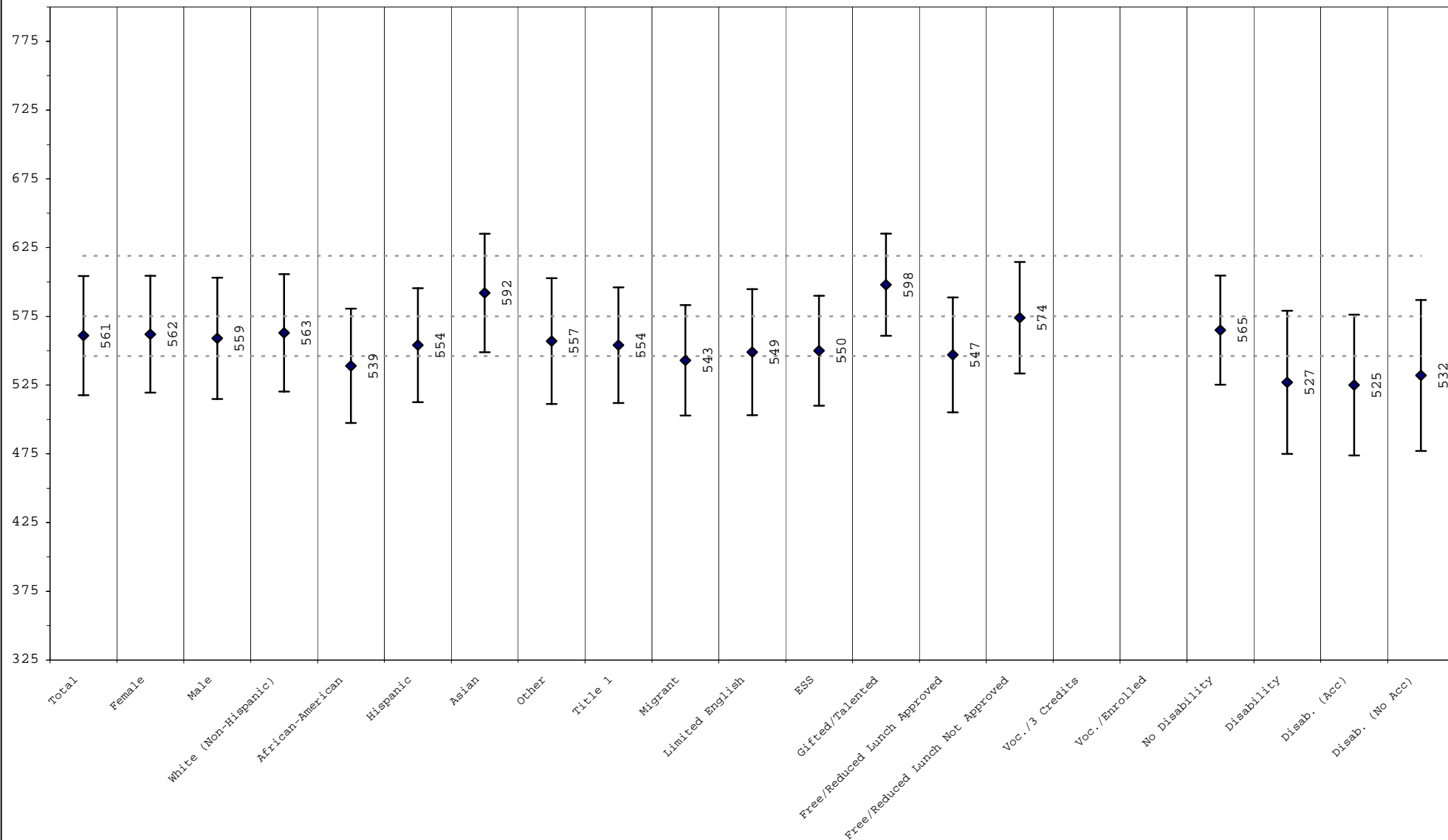


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										49,793		561 (0.2)
Gender:												
Female										24,359	49%	562 (0.3)
Male										25,404	51%	559 (0.3)
Gap Female vs Male												3*
Ethnicity												
White (Non-Hispanic)										42,731	86%	563 (0.2)
African-American										5,488	11%	539 (0.6)
Hispanic										496	1%	554 (1.9)
Asian										299	1%	592 (2.5)
Other										593	1%	557 (1.9)
Gap White vs African American												24*
Gap White vs Hispanic												9*
Gap White vs Asian												-29*
Gap White vs Other												6*
Title I												
Participating Students										33,214	67%	554 (0.2)
Not Participating										16,579	33%	573 (0.3)
Gap Participating vs Non-Participating												-19*
Migrant Program												
Participating Students										685	1%	543 (1.5)
Not Participating										49,108	99%	561 (0.2)
Gap Participating vs Non-Participating												-18*
Limited English Proficiency												
Participating Students										188		549 (3.3)
Not Participating										49,605	100%	561 (0.2)
Gap Participating vs Non-Participating												-12*
Extended School Services												
Participating Students										12,749	26%	550 (0.4)
Not Participating										37,044	74%	564 (0.2)
Gap Participating vs Non-Participating												-14*

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 05

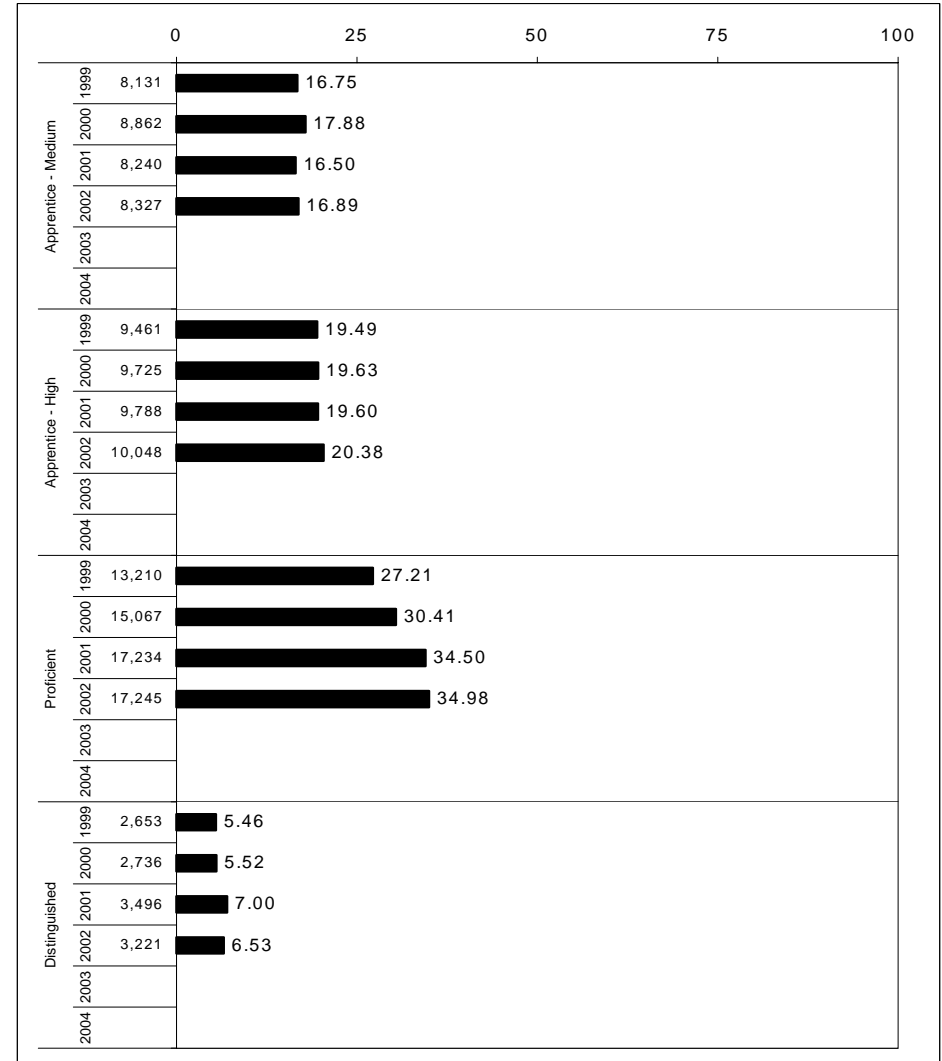
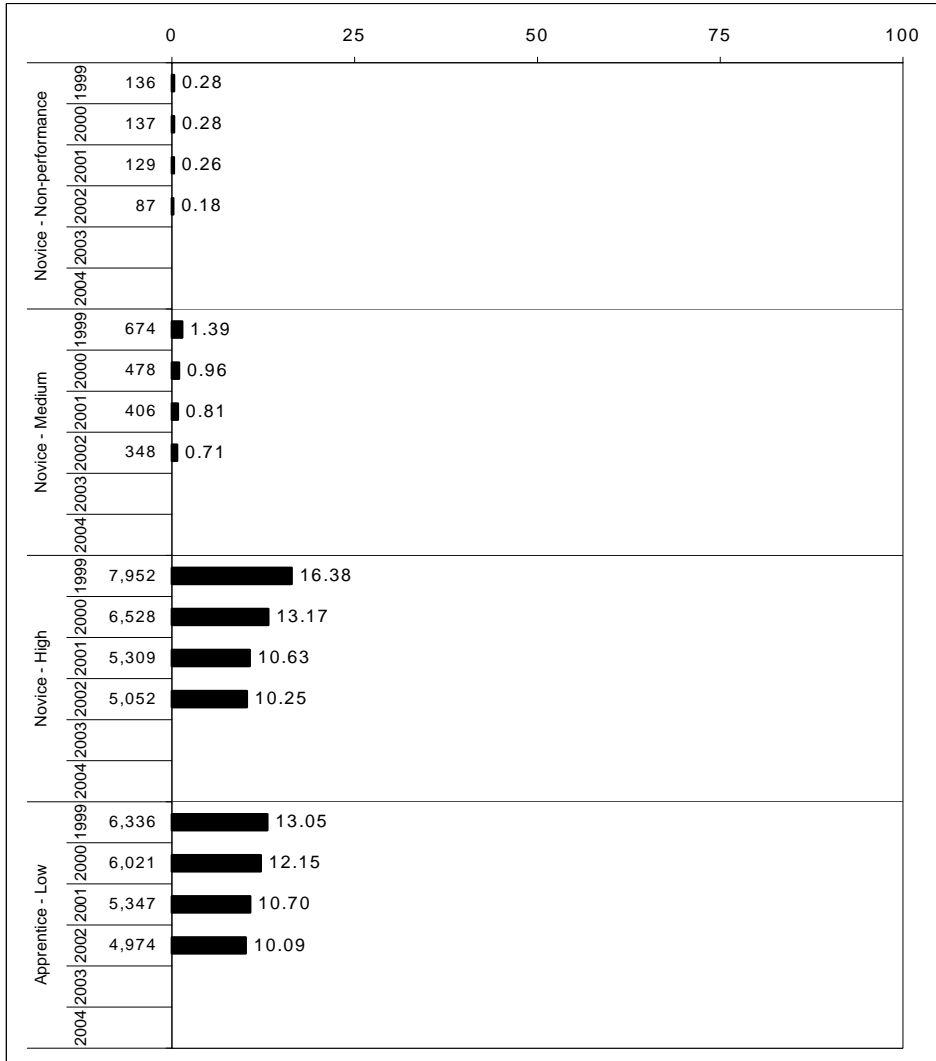
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									9,045	18%	598 (0.4)
Not Participating									40,748	82%	552 (0.2)
Gap Participating vs Non-Participating									46*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									24,641	49%	547 (0.3)
Not Approved (includes not coded)									25,152	51%	574 (0.3)
Gap Approved vs Not Approved									-27*		
Disability Status											
Students without Disabilities (includes not coded)									43,602	88%	565 (0.2)
Students with Disabilities									6,191	12%	527 (0.7)
Tested with Accommodations									5,006	10%	525 (0.7)
Tested without Accommodations									1,185	2%	532 (1.6)
Gap With vs Without									-38*		
Alternate Portfolio									414	1%	
Exemptions (On-Demand)											
Medical									114		
LEP									216		
Other									3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	55	2.1	2.1									
Earth & Space Science	51	1.9	1.9									
Life Science	54	2.3	2.3									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: STATE
 Code: 999
 Grade: 04

OPEN RESPONSE	No.	STATE									STATE									School -State Mean	
	Items	No.	Percents							Mean	Std. Err.	No. Observations	Percents								Mean
		Observations	B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	12	97,704	0	18	27	29	18	8	1.7												
1.1.x - Object/Material Properties	3	24,377	0	20	23	27	15	14	1.8												
1.2.x - Object's Positions/Motions	3	24,464	0	16	35	32	14	3	1.5												
1.3.x - Light/Heat/Elec./Magnetism	7	56,990	0	19	24	28	22	7	1.8												
2.x.x - Earth & Space Science	11	89,581	0	24	30	26	14	5	1.5												
2.1.x - Earth Materials:Properties	3	24,354	0	26	30	25	13	6	1.4												
2.2.x - Objects in the Sky	1	8,231	0	3	14	46	29	7	2.2												
2.3.x - Earth/Sky Changes	7	56,996	0	26	33	24	12	5	1.4												
3.x.x - Life Science	15	122,179	0	7	20	39	25	9	2.1												
3.1.x - Organisms:Characteristics	9	73,418	0	5	18	40	28	10	2.2												
3.2.x - Life Cycle of Organisms	1	8,138	0	4	15	37	35	10	2.3												
3.3.x - Organisms:Environment	7	56,975	0	11	23	37	21	8	1.9												

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 04

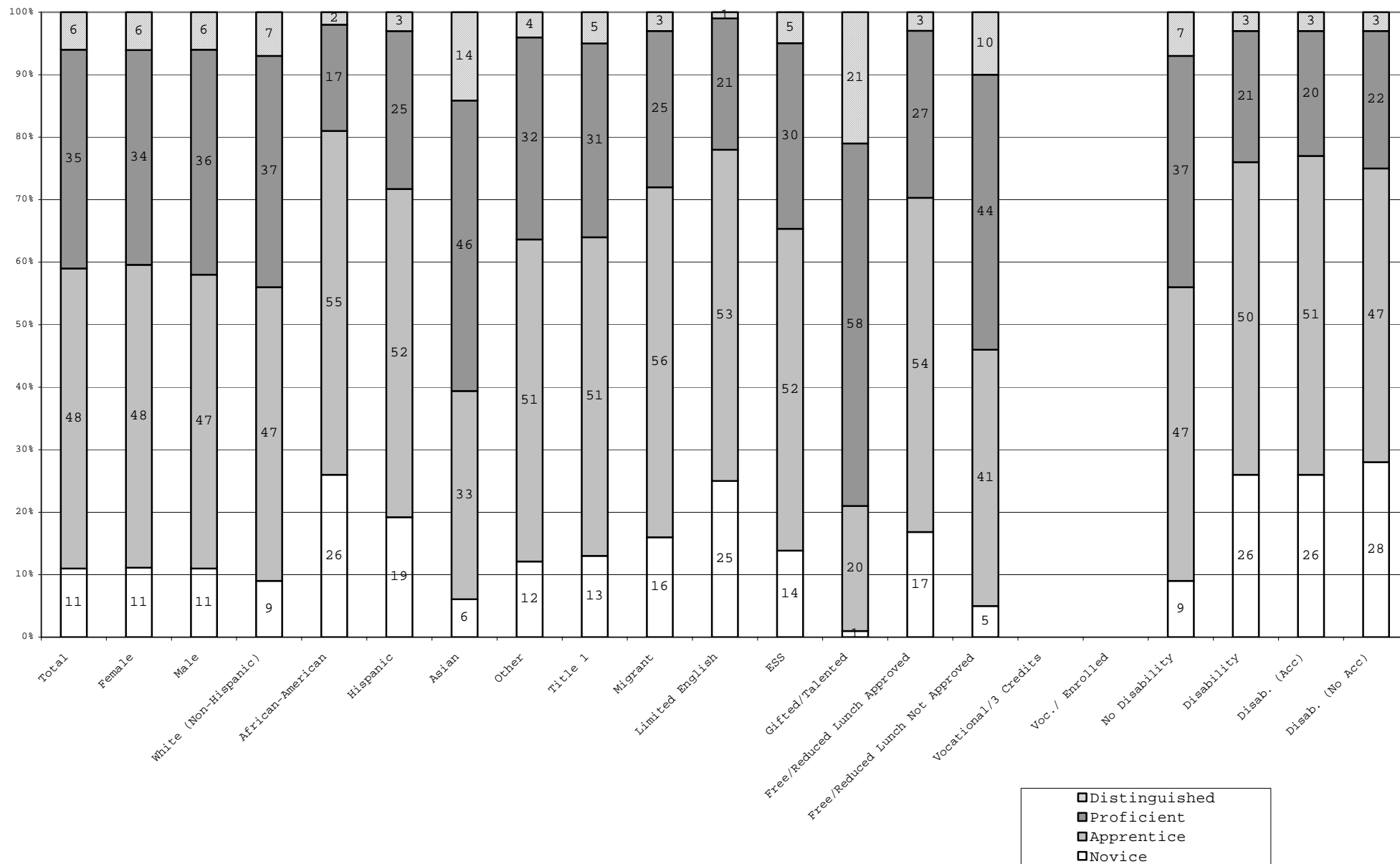
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	793	2%	(2%)	8,653	18%	(18%)	25,059	51%	(51%)	13,830	28%	(28%)	548	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	614	1%	(1%)	1,318	3%	(3%)	27,574	56%	(56%)	18,638	38%	(38%)	739	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,702	3%	(3%)	1,611	3%	(3%)	7,827	16%	(16%)	36,994	76%	(76%)	749	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	5,471	11%	(11%)	15,478	32%	(32%)	4,958	10%	(10%)	9,582	20%	(20%)	12,790	26%	(26%)
40 read about science in magazines or books other than a textbook	9,398	19%	(19%)	18,243	37%	(37%)	7,214	15%	(15%)	7,634	16%	(16%)	5,757	12%	(12%)
41 work on worksheets	1,158	2%	(2%)	10,839	22%	(22%)	5,129	10%	(10%)	12,106	25%	(25%)	19,006	39%	(39%)
42 work with other students in pairs, small groups or teams	3,071	6%	(6%)	25,491	52%	(52%)	7,141	15%	(15%)	8,097	17%	(17%)	4,472	9%	(9%)
43 watch your teacher do a science experiment/demonstration	3,650	7%	(7%)	23,732	49%	(49%)	7,468	15%	(15%)	7,620	16%	(16%)	5,700	12%	(12%)
44 watch a video	1,823	4%	(4%)	23,256	48%	(48%)	8,641	18%	(18%)	8,674	18%	(18%)	5,796	12%	(12%)
45 do experiments/investigations about things in which you are interested	6,469	13%	(13%)	21,543	44%	(44%)	8,313	17%	(17%)	7,237	15%	(15%)	4,514	9%	(9%)
46 do experiments/investigations about things your teacher wants you to study	4,047	8%	(8%)	19,524	40%	(40%)	8,893	18%	(18%)	8,372	17%	(17%)	7,154	15%	(15%)
47 use equipment like rulers or magnets in your experiments/investigations	3,680	8%	(8%)	21,706	44%	(44%)	8,378	17%	(17%)	8,279	17%	(17%)	6,062	12%	(12%)
48 draw or write about your experiments/investigations	5,045	10%	(10%)	18,892	39%	(39%)	9,157	19%	(19%)	8,345	17%	(17%)	6,689	14%	(14%)
49 talk about your experiments/investigations with a teacher or other students	5,835	12%	(12%)	17,659	36%	(36%)	8,066	17%	(17%)	8,430	17%	(17%)	8,115	17%	(17%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 04

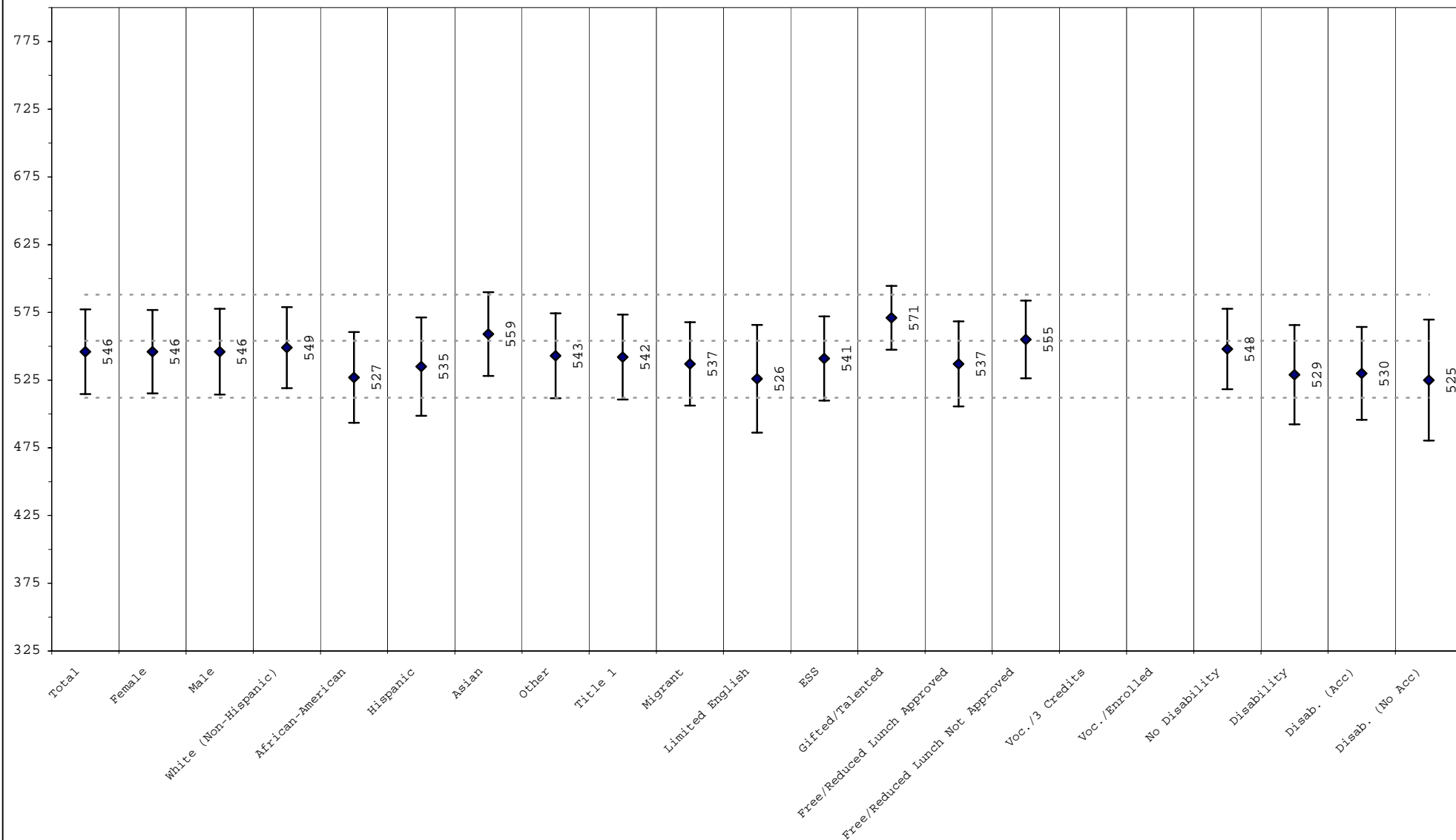


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: STATE
 Code: 999
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										48,888		546 (0.1)
Gender:												
Female										23,522	48%	546 (0.2)
Male										25,332	52%	546 (0.2)
Gap Female vs Male												
Ethnicity												
White (Non-Hispanic)										41,691	85%	549 (0.1)
African-American										5,494	11%	527 (0.5)
Hispanic										528	1%	535 (1.6)
Asian										305	1%	559 (1.8)
Other										595	1%	543 (1.3)
Gap White vs African American												22*
Gap White vs Hispanic												14*
Gap White vs Asian												-10*
Gap White vs Other												6*
Title I												
Participating Students										33,183	68%	542 (0.2)
Not Participating										15,705	32%	554 (0.2)
Gap Participating vs Non-Participating												-12*
Migrant Program												
Participating Students										692	1%	537 (1.2)
Not Participating										48,196	99%	546 (0.1)
Gap Participating vs Non-Participating												-9*
Limited English Proficiency												
Participating Students										214		526 (2.7)
Not Participating										48,674	100%	546 (0.1)
Gap Participating vs Non-Participating												-20*
Extended School Services												
Participating Students										15,656	32%	541 (0.2)
Not Participating										33,232	68%	548 (0.2)
Gap Participating vs Non-Participating												-7*

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 04

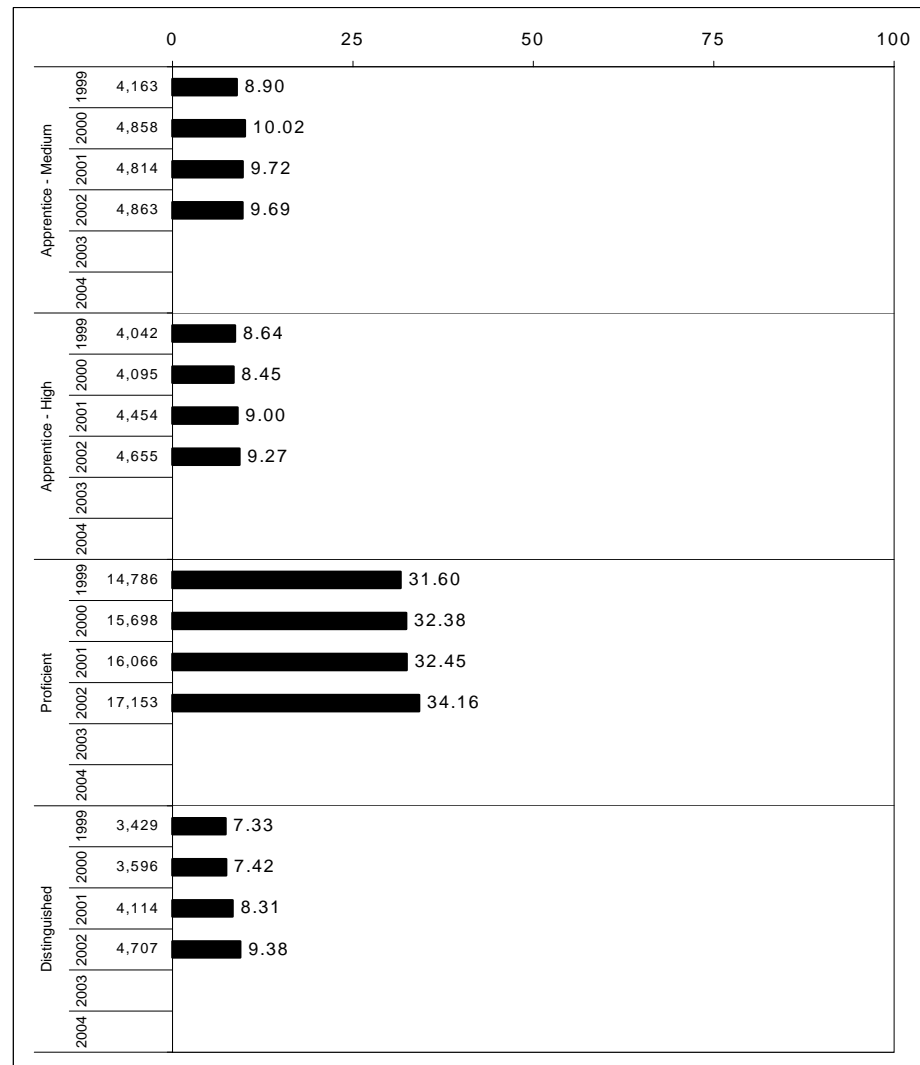
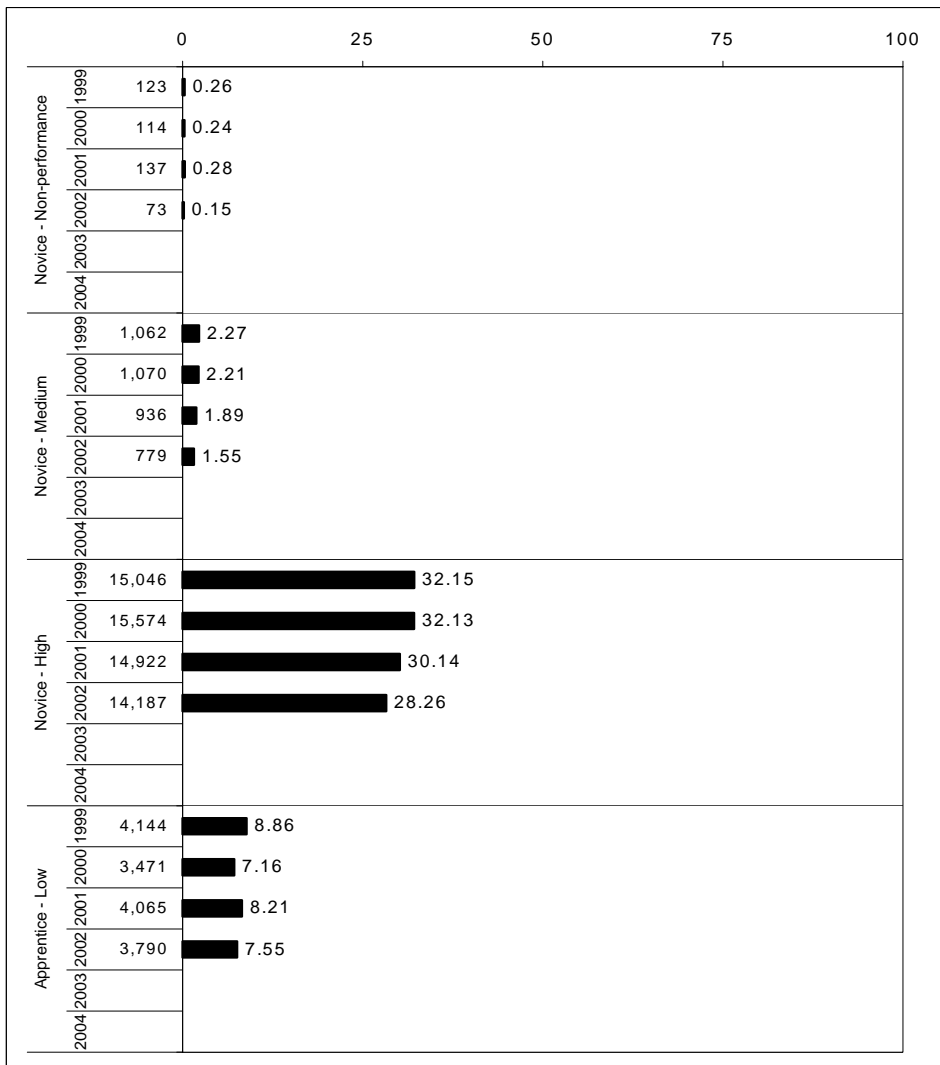
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										8,197	17%	571 (0.3)
Not Participating										40,691	83%	541 (0.1)
<i>Gap Participating vs Non-Participating</i>												30*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										24,818	51%	537 (0.2)
Not Approved (includes not coded)										24,070	49%	555 (0.2)
<i>Gap Approved vs Not Approved</i>												-18*
Disability Status												
Students without Disabilities (includes not coded)										42,922	88%	548 (0.1)
Students with Disabilities										5,966	12%	529 (0.5)
Tested with Accommodations										4,758	10%	530 (0.5)
Tested without Accommodations										1,208	2%	525 (1.3)
<i>Gap With vs Without</i>												-19*
Alternate Portfolio										414	1%	
Exemptions (On-Demand)												
Medical										96		
LEP										250		
Other										1		

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: STATE
Code: 999
Grade: 05

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	45	2.2	2.2									
Culture & Society	16	2.2	2.2									
Economics	21	2.2	2.2									
Geography	40	2.2	2.2									
History	43	2.2	2.2									
District: Top State: Bottom				****	The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.							

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 05

OPEN RESPONSE	No. Items	STATE										STATE								School -State Mean
		No. Observations	Percents							Std. Err.	No. Observations	Percents						Mean		
			B	0	1	2	3	4	Mean			B	0	1	2	3	4			
1.x.x - Government & Civics	9	74,549	0	9	26	39	20	5	1.8											
1.1.x - People Form Governments	4	33,133	0	7	23	41	24	5	2.0											
1.2.x - Limited and Shared Power	1	8,426	1	5	26	45	18	4	1.9											
1.3.x - Citizen:Rights&Responsib.	6	49,658	0	12	28	37	18	5	1.8											
2.x.x - Culture & Society	4	32,974	0	5	29	43	18	4	1.9											
2.1.x - Culture is a System	1	8,226	1	12	36	37	13	2	1.6											
2.2.x - Cultures Address Needs	1	8,270	0	2	20	53	20	5	2.1											
2.3.x - Social Institutions	2	16,478	0	3	30	41	20	6	1.9											
2.4.x - Social Interactions	0	0																		
3.x.x - Economics	5	41,447	0	7	18	46	21	8	2.0											
3.1.x - Economic Problem:Scarcity	2	16,696	0	3	11	49	26	11	2.3											
3.2.x - Economic Sys./Institutions	1	8,270	0	9	25	41	20	4	1.8											
3.3.x - Market/Goods/Services	1	8,242	0	11	18	40	20	11	2.0											
3.4.x - Produce/Distribute/Consume	3	24,907	0	8	18	46	19	9	2.0											
4.x.x - Geography	10	82,790	0	8	23	42	22	5	1.9											
4.1.x - Earth's Surface Patterns	2	16,465	0	5	20	46	23	6	2.0											
4.2.x - Human/Phys. Char./Regions	3	24,694	0	10	25	39	21	5	1.8											
4.3.x - Humans/Move ... Interact	3	24,735	0	9	24	43	20	4	1.9											
4.4.x - Human/Environ. Interaction	6	49,857	0	8	23	42	22	5	1.9											
5.x.x - History	13	107,523	0	6	24	44	20	5	1.9											
5.1.x - History/Interpretive	5	41,385	0	9	28	40	19	5	1.8											
5.2.x - History of United States	10	82,616	0	6	24	45	20	5	1.9											



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 05

MULTIPLE CHOICE	No.	STATE						STATE						School -State
		No.	Percents			Std.	No.	Percents						
			Correct	Incorrect	Omit/Mult			Correct	Incorrect	Omit/Mult				
1.x.x - Government & Civics	36	339,239	68	32	0	0.68								
1.1.x - People Form Governments	5	49,813	69	31	0	0.69								
1.2.x - Limited and Shared Power	14	132,417	62	38	0	0.62								
1.3.x - Citizen:Rights&Responsib.	17	157,009	73	27	0	0.73								
2.x.x - Culture & Society	12	124,188	74	26	0	0.74								
2.1.x - Culture is a System	5	49,839	75	25	0	0.75								
2.2.x - Cultures Address Needs	4	49,455	76	24	0	0.76								
2.3.x - Social Institutions	1	8,426	80	20	0	0.80								
2.4.x - Social Interactions	2	16,468	58	42	0	0.58								
3.x.x - Economics	16	173,674	66	34	0	0.66								
3.1.x - Economic Problem:Scarcity	5	49,614	60	40	0	0.60								
3.2.x - Economic Sys./Institutions	4	41,216	56	44	0	0.56								
3.3.x - Market/Goods/Services	5	57,953	73	27	0	0.73								
3.4.x - Produce/Distribute/Consume	2	24,891	74	26	0	0.74								
4.x.x - Geography	30	314,343	65	35	0	0.65								
4.1.x - Earth's Surface Patterns	13	132,427	70	30	0	0.70								
4.2.x - Human/Phys. Char./Regions	11	107,764	60	40	0	0.60								
4.3.x - Humans/Move ... Interact	3	33,164	57	43	0	0.57								
4.4.x - Human/Environ. Interaction	5	57,684	68	32	0	0.68								
5.x.x - History	30	289,790	68	32	0	0.68								
5.1.x - History/Interpretive	8	82,775	69	31	0	0.69								
5.2.x - History of United States	24	223,667	69	31	0	0.69								



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	417	1%	(1%)	7,004	14%	(14%)	27,596	55%	(55%)	14,450	29%	(29%)	326	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	389	1%	(1%)	1,392	3%	(3%)	29,877	60%	(60%)	17,677	36%	(36%)	458	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,167	2%	(2%)	1,045	2%	(2%)	7,176	14%	(14%)	39,910	80%	(80%)	495	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	1,415	3%	(3%)	8,048	16%	(16%)	2,561	5%	(5%)	9,083	18%	(18%)	28,351	57%	(57%)
40 do you work on worksheets	1,006	2%	(2%)	13,130	26%	(26%)	5,333	11%	(11%)	16,464	33%	(33%)	13,508	27%	(27%)
41 do you use materials other than a textbook or worksheets	5,474	11%	(11%)	22,373	45%	(45%)	7,444	15%	(15%)	9,224	19%	(19%)	4,886	10%	(10%)
42 do you work with other students in pairs, small groups or teams	3,743	8%	(8%)	27,143	55%	(55%)	6,912	14%	(14%)	7,709	15%	(15%)	3,882	8%	(8%)
43 do you discuss current events or topics	2,598	5%	(5%)	13,506	27%	(27%)	8,028	16%	(16%)	12,040	24%	(24%)	13,117	26%	(26%)
44 is your classroom work based on finding the answer to an important question	2,914	6%	(6%)	12,890	26%	(26%)	6,858	14%	(14%)	12,050	24%	(24%)	14,415	29%	(29%)
45 does your teacher give you a scoring guide for your work before you begin the work	15,168	30%	(30%)	17,129	34%	(34%)	5,068	10%	(10%)	5,672	11%	(11%)	6,190	12%	(12%)
46 do you answer open-response questions	1,607	3%	(3%)	18,410	37%	(37%)	7,971	16%	(16%)	10,668	21%	(21%)	10,722	22%	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

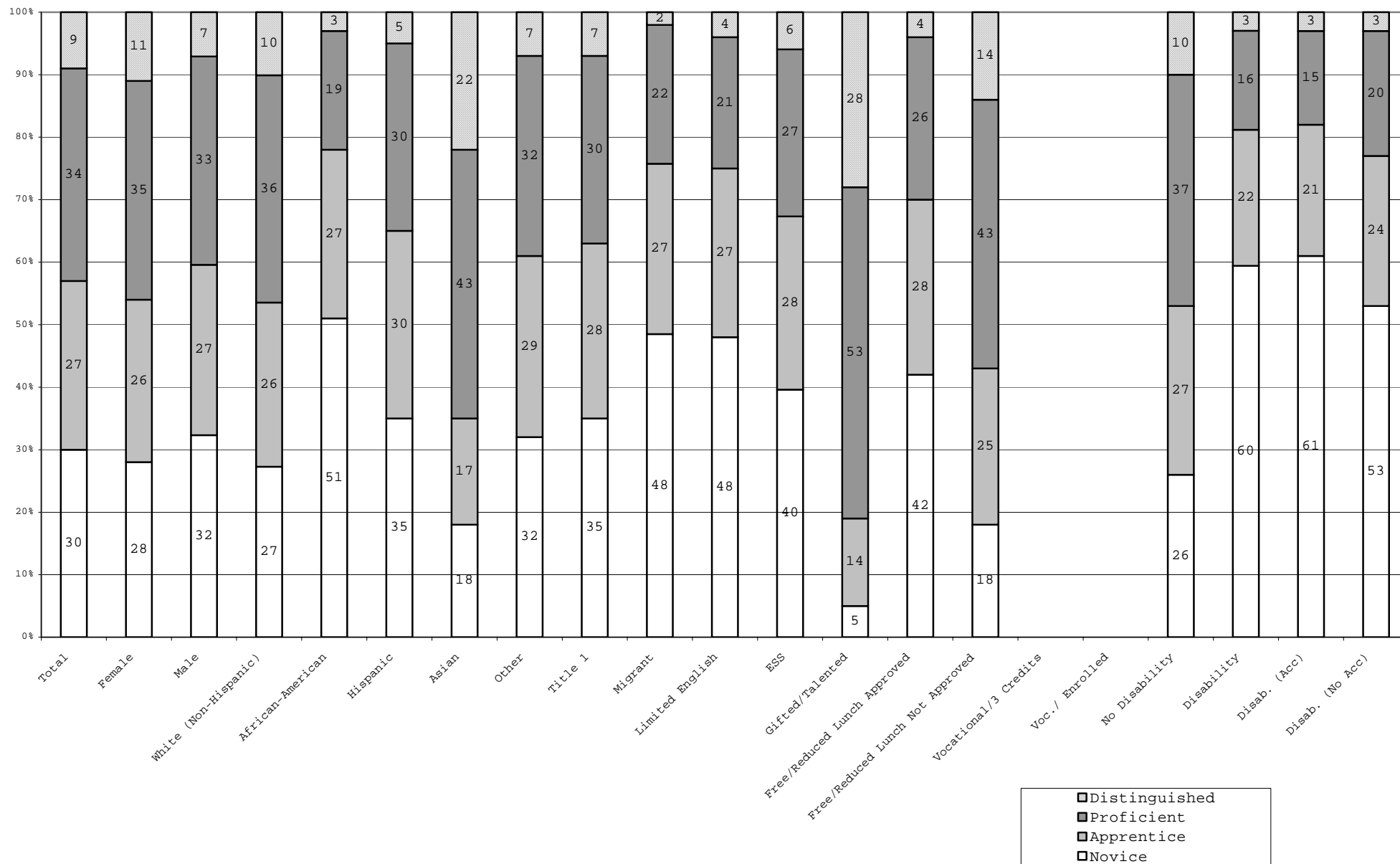
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 43

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 05

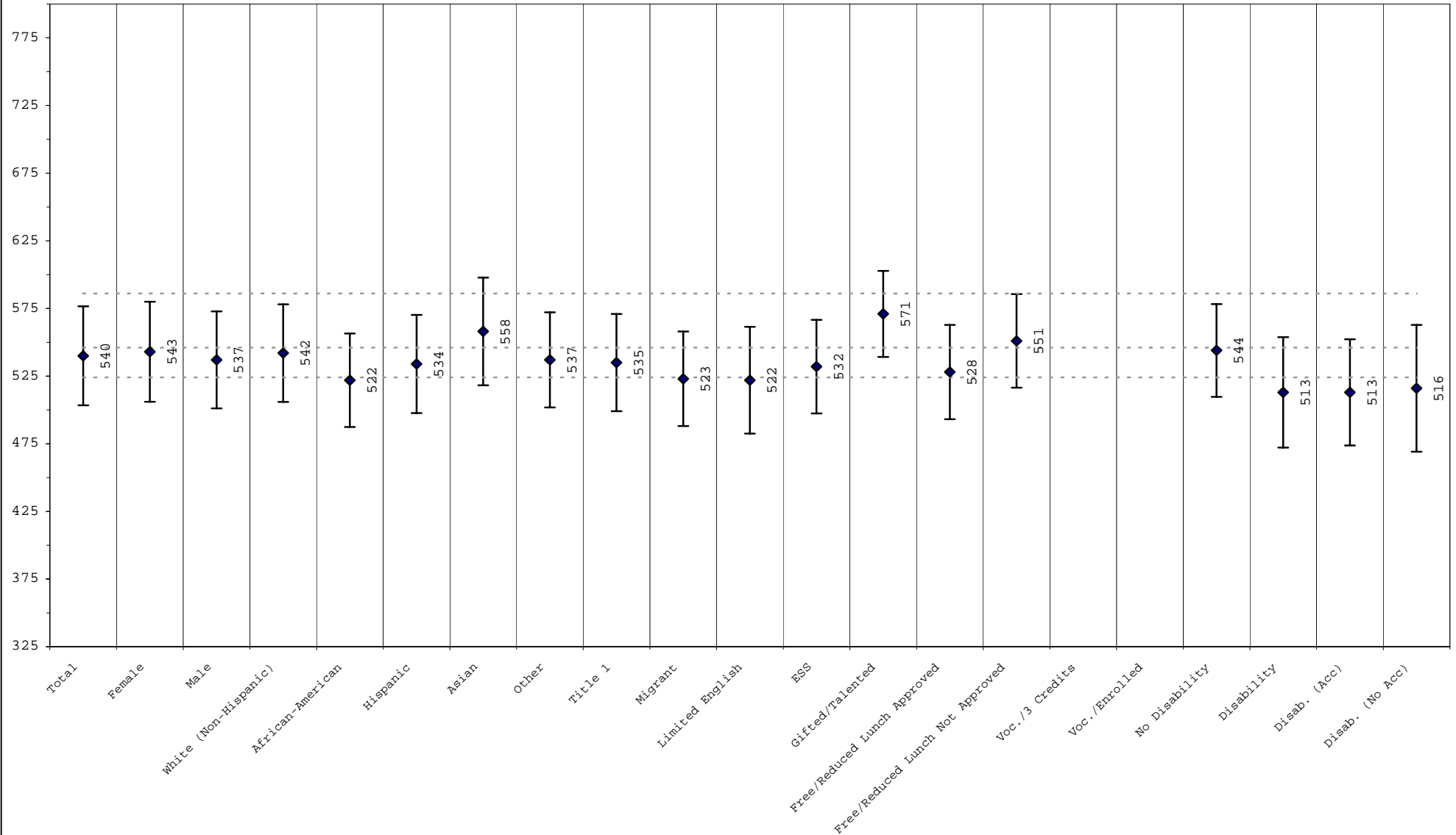


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										49,793		540 (0.2)
Gender:												
Female										24,359	49%	543 (0.2)
Male										25,404	51%	537 (0.2)
Gap Female vs Male												6*
Ethnicity												
White (Non-Hispanic)										42,731	86%	542 (0.2)
African-American										5,488	11%	522 (0.5)
Hispanic										496	1%	534 (1.6)
Asian										299	1%	558 (2.3)
Other										593	1%	537 (1.4)
Gap White vs African American												20*
Gap White vs Hispanic												8*
Gap White vs Asian												-16*
Gap White vs Other												5*
Title I												
Participating Students										33,214	67%	535 (0.2)
Not Participating										16,579	33%	550 (0.3)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students										685	1%	523 (1.3)
Not Participating										49,108	99%	540 (0.2)
Gap Participating vs Non-Participating												-17*
Limited English Proficiency												
Participating Students										188		522 (2.9)
Not Participating										49,605	100%	540 (0.2)
Gap Participating vs Non-Participating												-18*
Extended School Services												
Participating Students										12,749	26%	532 (0.3)
Not Participating										37,044	74%	543 (0.2)
Gap Participating vs Non-Participating												-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 05

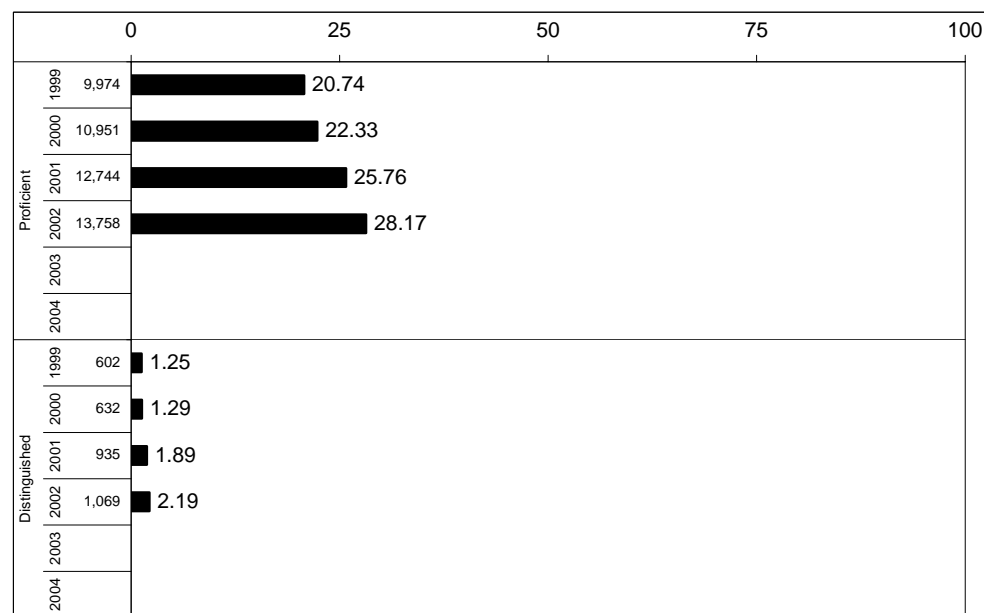
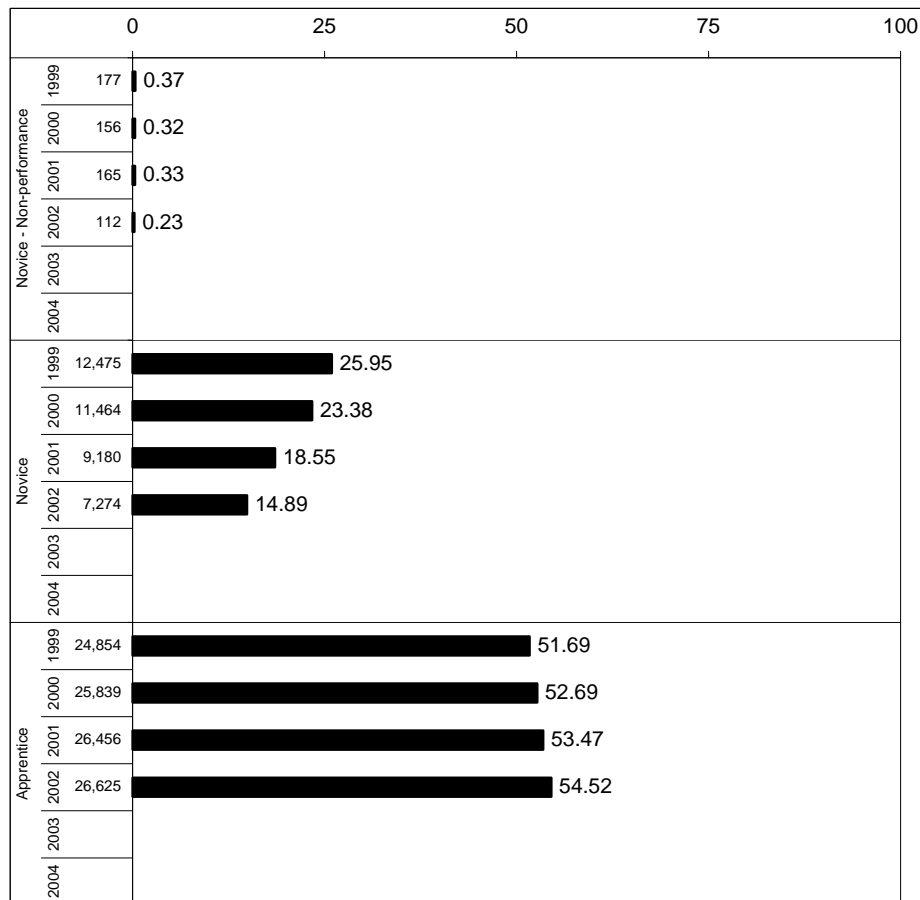
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									9,045	18%	571 (0.3)
Not Participating									40,748	82%	533 (0.2)
Gap Participating vs Non-Participating									38*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									24,641	49%	528 (0.2)
Not Approved (includes not coded)									25,152	51%	551 (0.2)
Gap Approved vs Not Approved									-23*		
Disability Status											
Students without Disabilities (includes not coded)									43,602	88%	544 (0.2)
Students with Disabilities									6,191	12%	513 (0.5)
Tested with Accommodations									5,006	10%	513 (0.6)
Tested without Accommodations									1,185	2%	516 (1.4)
Gap With vs Without									-31*		
Alternate Portfolio									414	1%	
Exemptions (On-Demand)											
Medical									114		
LEP									216		
Other									3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 04

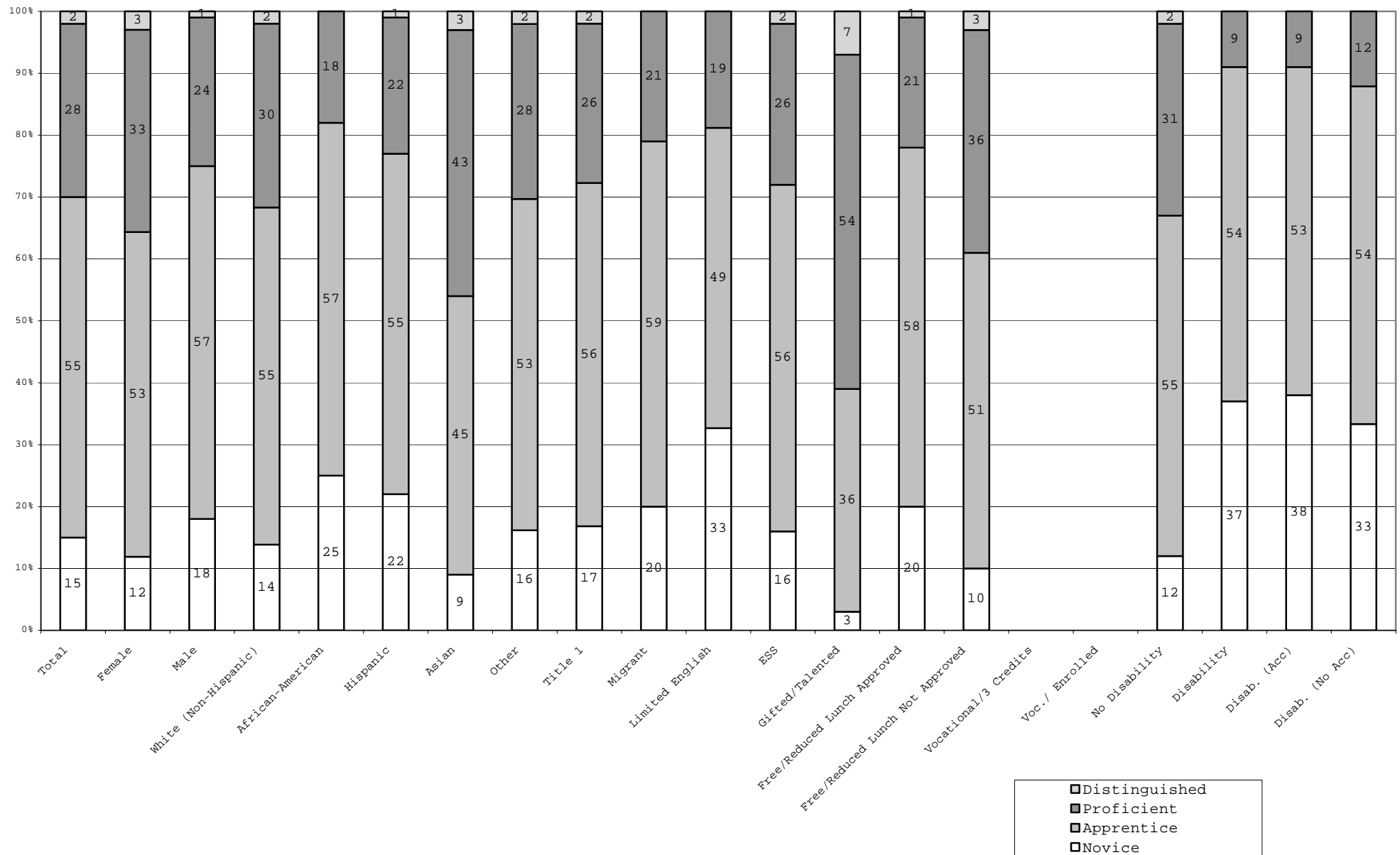


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: STATE
 Code: 999
 Grade: 04

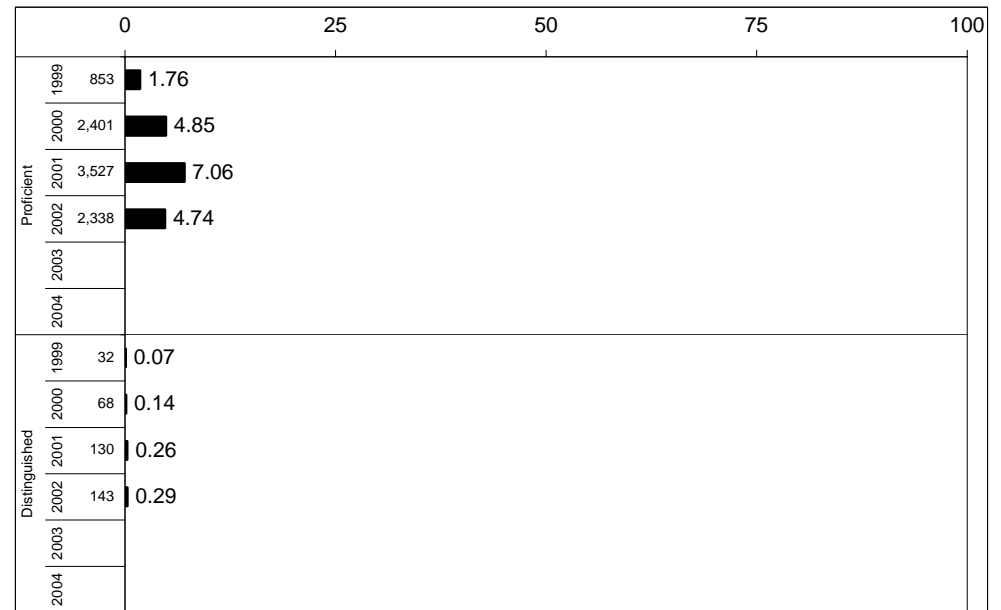
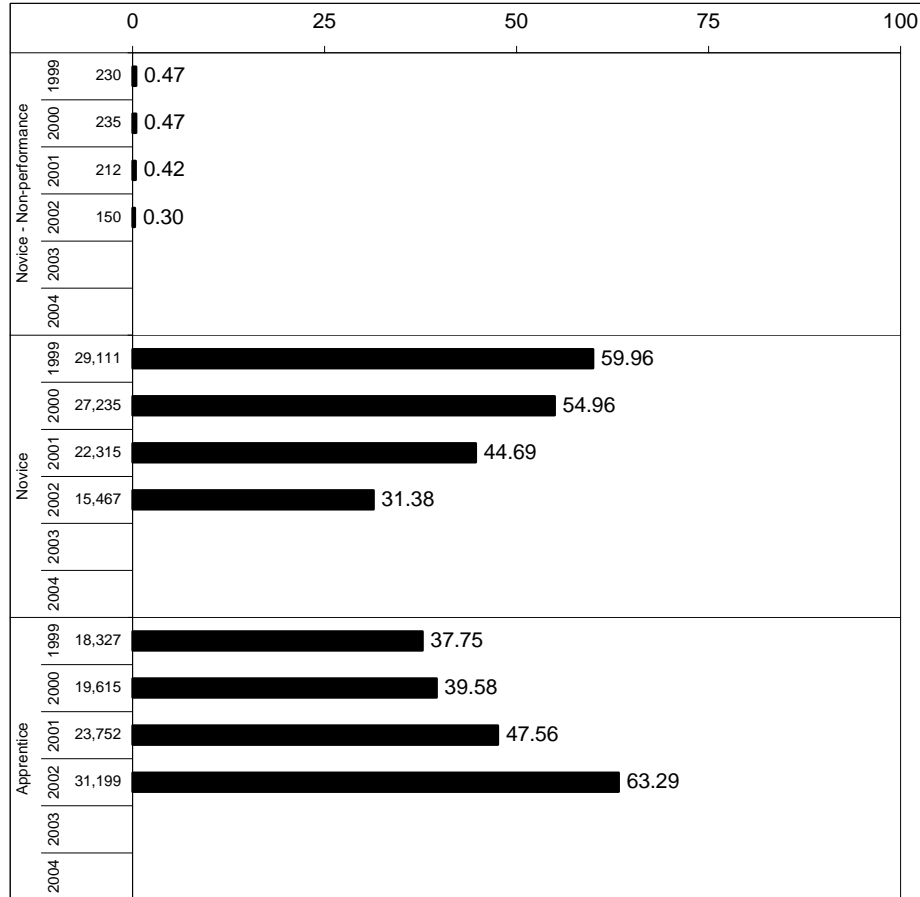
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							48,424	
Gender:								
Female							23,308	48
Male							25,088	52
Ethnicity								
White (Non-Hispanic)							41,340	85
African-American							5,424	11
Hispanic							510	1
Asian							302	1
Other							588	1
Title I							32,868	68
Migrant Program							676	1
Limited English Proficiency							218	
Extended School Services							15,625	32
Gifted and Talented Program							8,194	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							24,552	51
Not Approved (includes not coded)							23,872	49
Disability Status								
Students without Disabilities (includes not coded)							42,514	88
Students with Disabilities							5,910	12
Tested with Accommodations							4,717	10
Tested without Accommodations							1,193	2
Alternate Portfolio							414	1%
Exemptions (Portfolio)								
Medical							33	
LEP							246	
Other							532	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

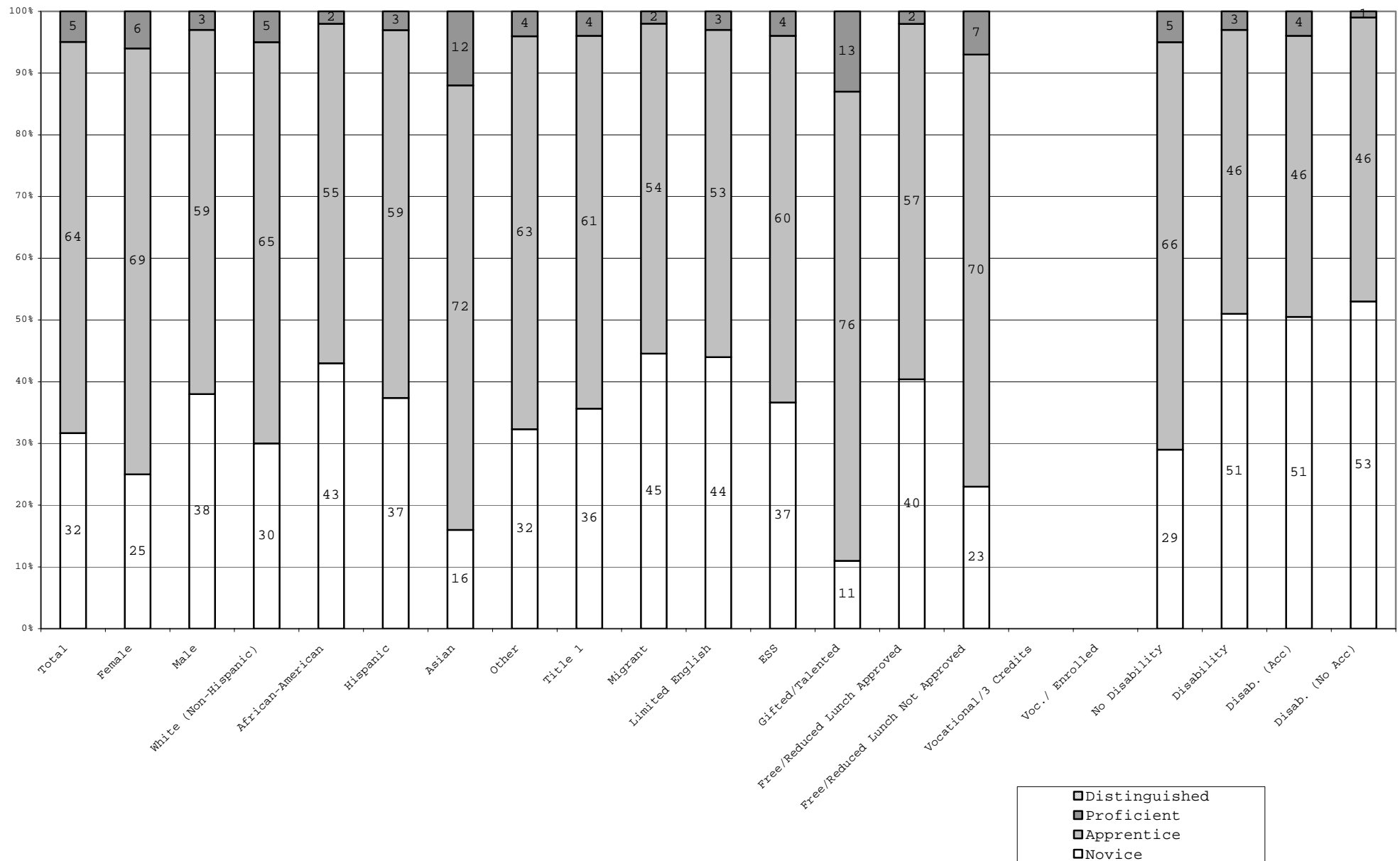
District: STATE
 Code: 999
 Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: STATE
 Code: 999
 Grade: 04

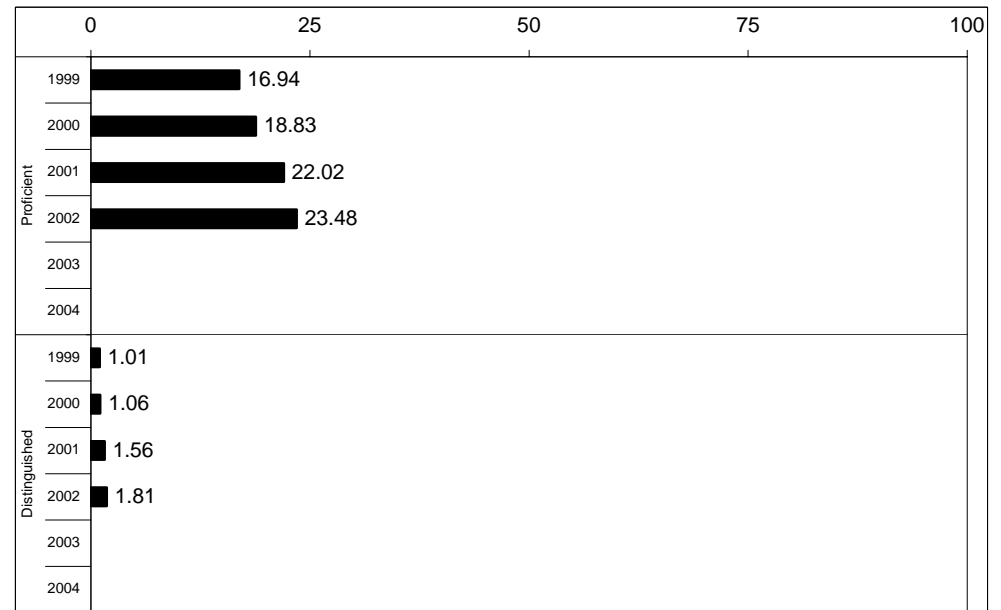
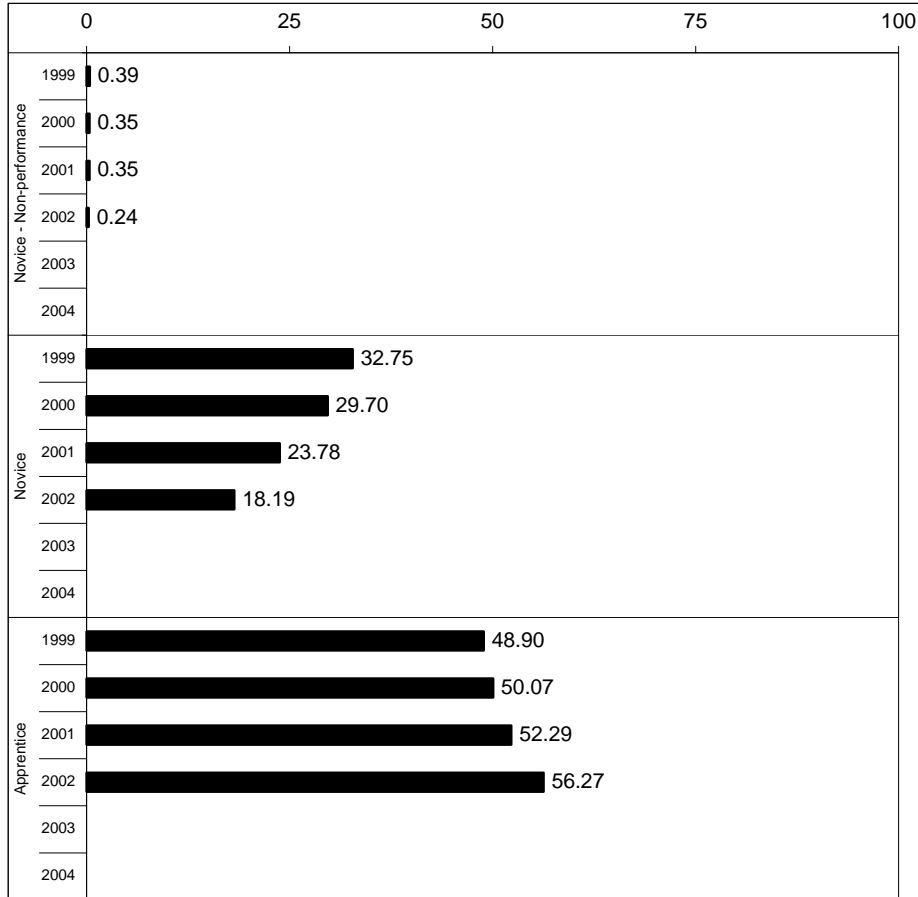
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							48,888	
Gender:								
Female							23,522	48%
Male							25,332	52%
Ethnicity								
White (Non-Hispanic)							41,691	85%
African-American							5,494	11%
Hispanic							528	1%
Asian							305	1%
Other							595	1%
Title I							33,183	68%
Migrant Program							692	1%
Limited English Proficiency							214	
Extended School Services							15,656	32%
Gifted and Talented Program							8,197	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							24,818	51%
Not Approved (includes not coded)							24,070	49%
Disability Status								
Students without Disabilities (includes not coded)							42,922	88%
Students with Disabilities							5,966	12%
Tested with Accommodations							4,758	10%
Tested without Accommodations							1,208	2%
Alternate Portfolio							414	1%
Exemptions (On-Demand)								
Medical							96	
LEP							250	
Other							1	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: STATE
 Code: 999
 Grade: 04





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 04

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		326	1%	(1%)	806	2%	(2%)	23,734	49%	(49%)	21,931	45%	(45%)	2,086	4%	(4%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		852	2%	(2%)	886	2%	(2%)	5,649	12%	(12%)	39,371	81%	(81%)	2,125	4%	(4%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter or article) asked for on the On- Demand section of this test		1,310	3%	(3%)	23,691	48%	(48%)	5,681	12%	(12%)	8,270	17%	(17%)	7,646	16%	(16%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		34,589	71%	(71%)	11,944	24%	(24%)	2,350	5%	(5%)						

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

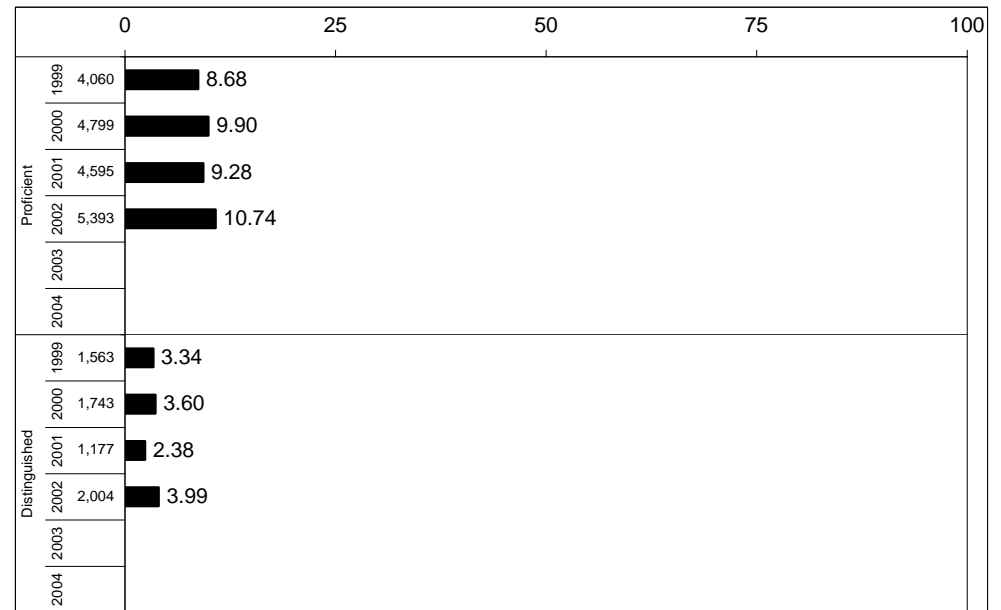
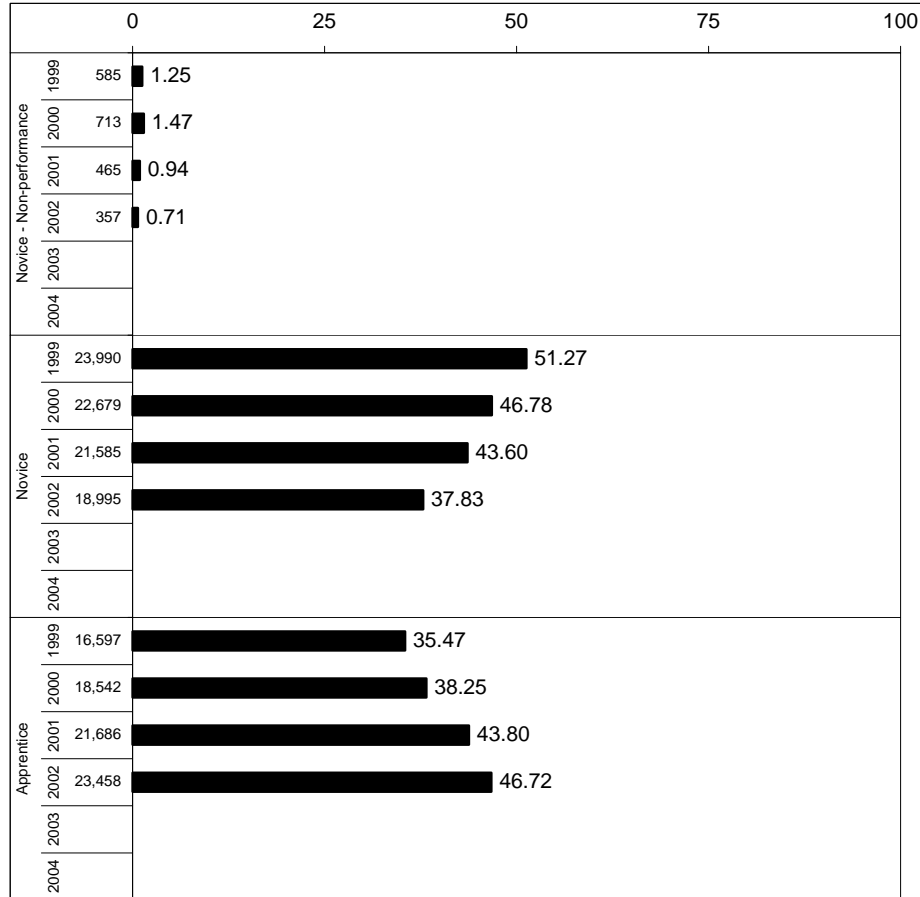


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: STATE

Code: 999

Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 05

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Music	36	2.3	2.3						♦			
Dance	24	2.3	2.3						♦			
Drama/Theatre	24	2.4	2.4						♦			
Visual Arts	36	2.4	2.4						♦			

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 05

OPEN RESPONSE	No.	STATE									STATE								School		
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Music	7	29,018	0	7	21	37	23	12	2.1												
2.x.x - Dance	5	20,584	0	7	26	35	22	11	2.0												
3.x.x - Drama/Theatre	5	20,796	0	4	15	41	26	14	2.3												
4.x.x - Visual Arts	7	28,886	0	6	19	39	24	12	2.2												



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 05

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
16 How many of the arts and humanities questions tested things you learned in school	1,054	2%	(2%)	13,110	26%	(26%)	23,428	47%	(47%)	11,697	23%	(23%)	504	1%	(1%)
17 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	562	1%	(1%)	2,480	5%	(5%)	29,621	59%	(59%)	16,498	33%	(33%)	632	1%	(1%)
18 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	1,023	2%	(2%)	1,323	3%	(3%)	6,995	14%	(14%)	39,871	80%	(80%)	581	1%	(1%)
19 During a typical school week, how much class time do you spend on arts and humanities	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	1,947	4%	(4%)	22,418	45%	(45%)	17,726	36%	(36%)	4,667	9%	(9%)	2,459	5%	(5%)
20 How often do you complete written assignments about arts and humanities	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	5,281	11%	(11%)	22,570	45%	(45%)	8,614	17%	(17%)	7,671	15%	(15%)	4,989	10%	(10%)
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music and visual arts	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>								
	37,356	75%	(75%)	11,361	23%	(23%)	1,076	2%	(2%)						

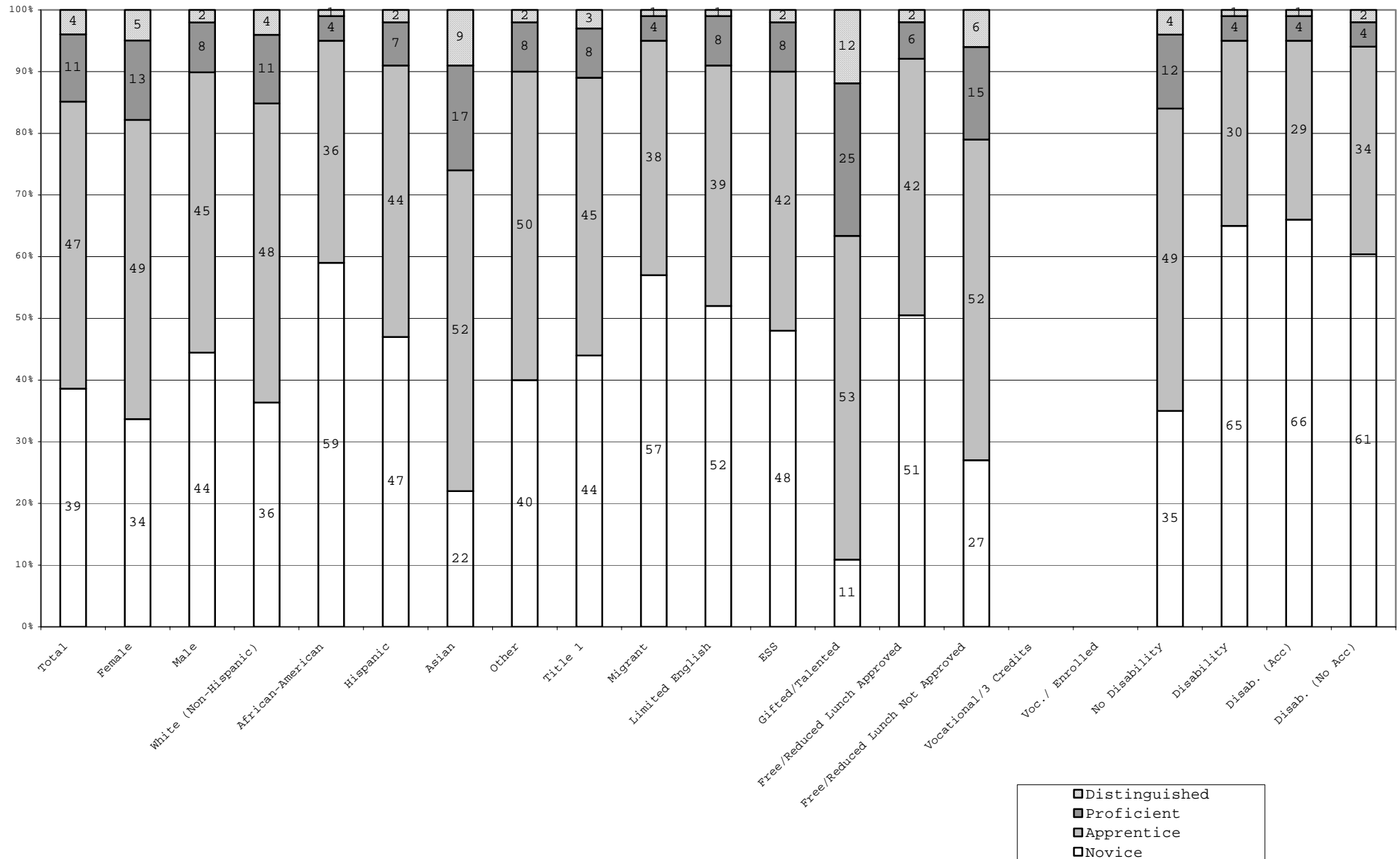
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 05

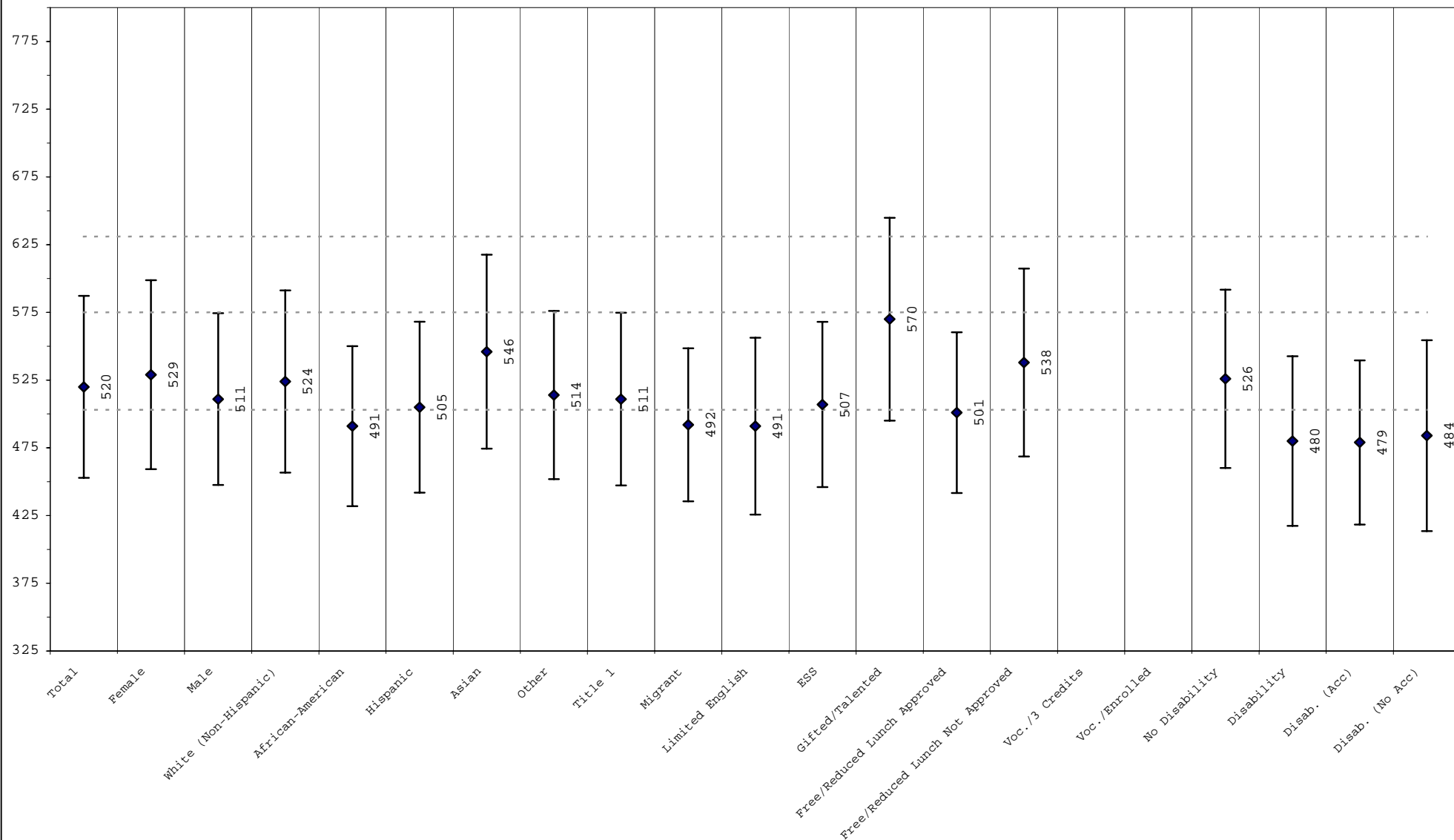


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										49,793		520 (0.3)
Gender:												
Female										24,359	49%	529 (0.4)
Male										25,404	51%	511 (0.4)
Gap Female vs Male												18*
Ethnicity												
White (Non-Hispanic)										42,731	86%	524 (0.3)
African-American										5,488	11%	491 (0.8)
Hispanic										496	1%	505 (2.8)
Asian										299	1%	546 (4.1)
Other										593	1%	514 (2.6)
Gap White vs African American												33*
Gap White vs Hispanic												19*
Gap White vs Asian												-22*
Gap White vs Other												10*
Title I												
Participating Students										33,214	67%	511 (0.3)
Not Participating										16,579	33%	537 (0.5)
Gap Participating vs Non-Participating												-26*
Migrant Program												
Participating Students										685	1%	492 (2.2)
Not Participating										49,108	99%	520 (0.3)
Gap Participating vs Non-Participating												-28*
Limited English Proficiency												
Participating Students										188		491 (4.8)
Not Participating										49,605	100%	520 (0.3)
Gap Participating vs Non-Participating												-29*
Extended School Services												
Participating Students										12,749	26%	507 (0.5)
Not Participating										37,044	74%	524 (0.4)
Gap Participating vs Non-Participating												-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 05

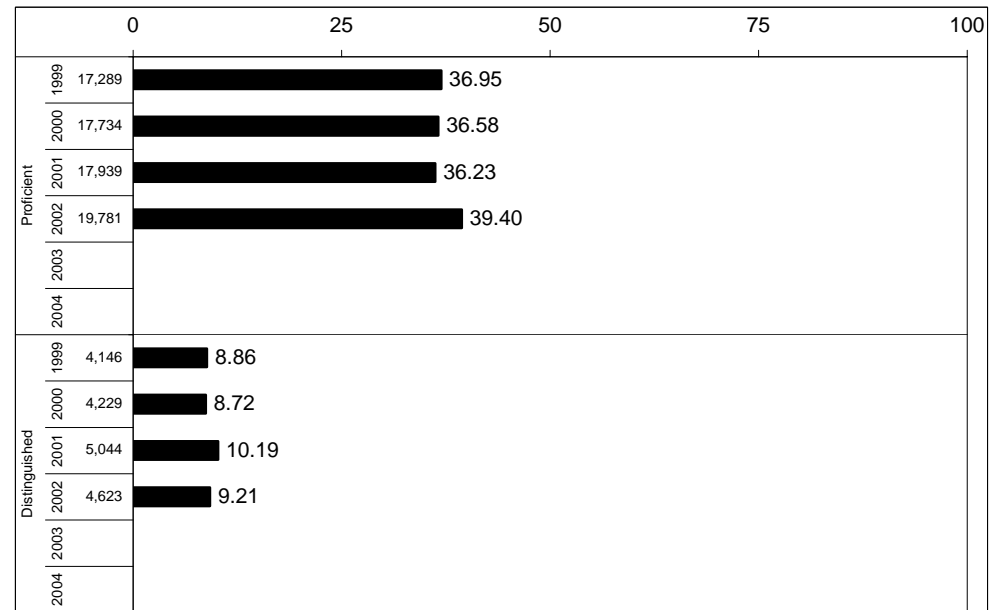
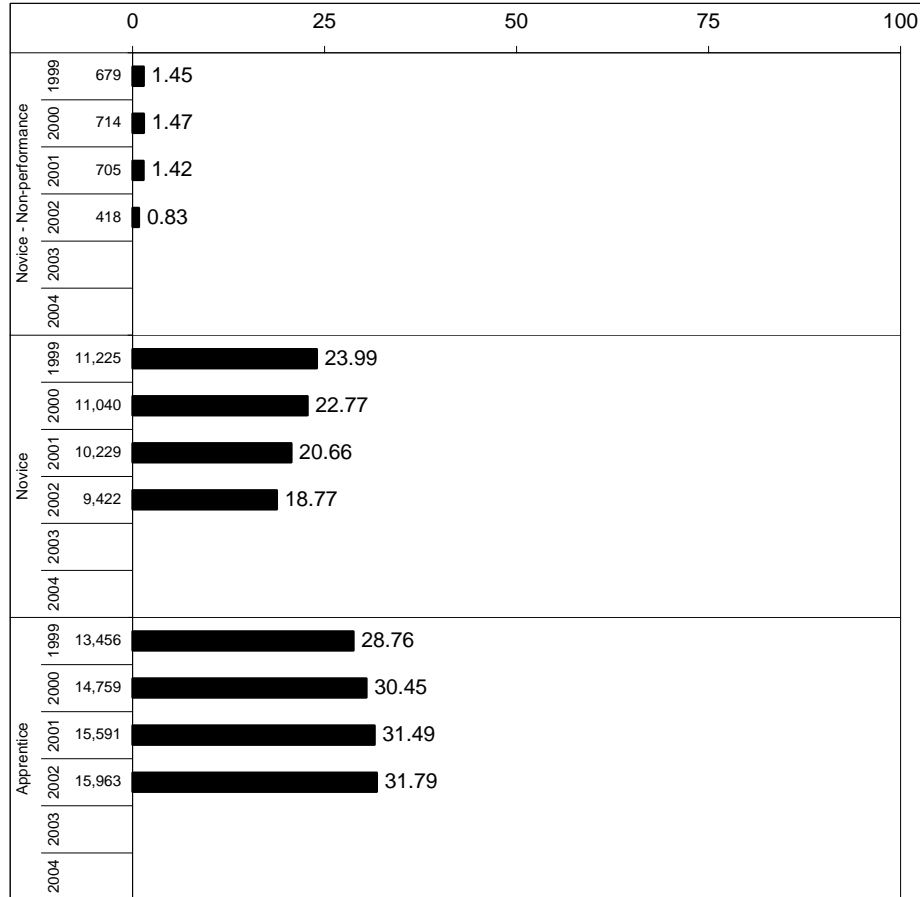
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									9,045	18%	570 (0.8)
Not Participating									40,748	82%	509 (0.3)
Gap Participating vs Non-Participating									61*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									24,641	49%	501 (0.4)
Not Approved (includes not coded)									25,152	51%	538 (0.4)
Gap Approved vs Not Approved									-37*		
Disability Status											
Students without Disabilities (includes not coded)									43,602	88%	526 (0.3)
Students with Disabilities									6,191	12%	480 (0.8)
Tested with Accommodations									5,006	10%	479 (0.9)
Tested without Accommodations									1,185	2%	484 (2.0)
Gap With vs Without									-46*		
Alternate Portfolio									414	1%	
Exemptions (On-Demand)											
Medical									114		
LEP									216		
Other									3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 05





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 05

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	50	2.4	2.4									
Physical Education	28	2.5	2.5									
Consumerism	21	2.4	2.4									
Jobs/Careers	21	2.4	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: STATE
 Code: 999
 Grade: 05

OPEN RESPONSE	No. Items	No. Observations	STATE							Std. Err.		STATE							School -State Mean
			Percents									No. Observations	Percents						
	B	0	1	2	3	4	Mean	B	0	1	2		3	4	Mean				
PRACTICAL LIVING																			
1.x.x - Health	12	49,637	0	4	16	40	29	11	2.3										
2.x.x - Physical Education	4	16,494	0	2	19	39	27	13	2.3										
3.x.x - Consumerism	4	16,454	0	5	19	39	27	10	2.2										
VOCATIONAL STUDIES																			
4.x.x - Job/Career	4	16,699	0	4	22	42	24	8	2.1										
						</													

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 05

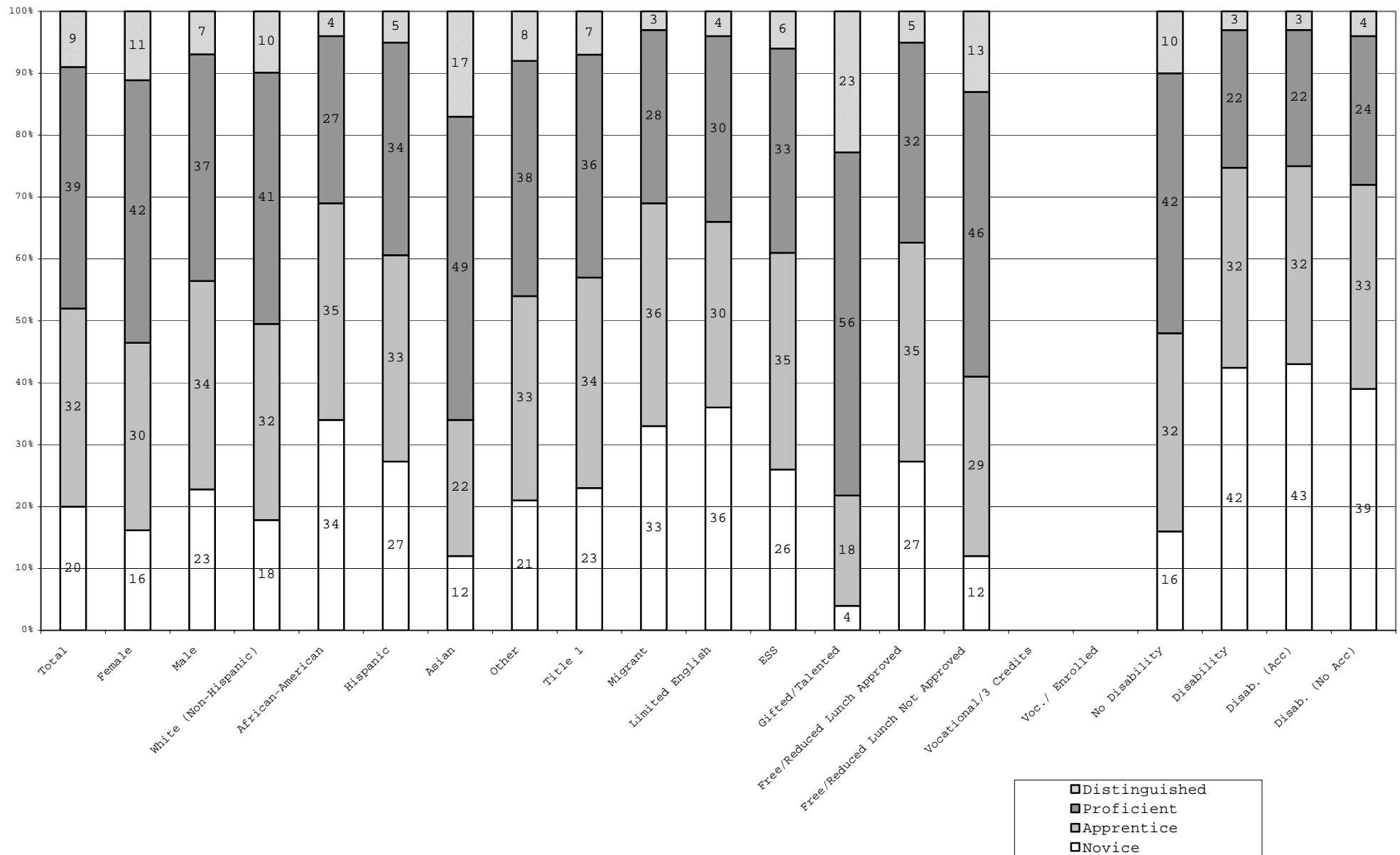
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	1,481 3% (3%)	11,543 23% (23%)	21,533 43% (43%)	14,131 28% (28%)	1,105 2% (2%)
17 How well do you think you did on this test	I Did Very Poorly 487 1% (1%)	I Did Poorly 998 2% (2%)	I Did Well 22,868 46% (46%)	I Did Very Well 24,198 49% (49%)	Invalid Response 1,242 2% (2%)
18 How hard did you try on this test	I Did Not Try 1,002 2% (2%)	I Tried a Little 965 2% (2%)	I Tried a Lot 5,549 11% (11%)	I Tried Very Hard 41,091 83% (83%)	Invalid Response 1,186 2% (2%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 05

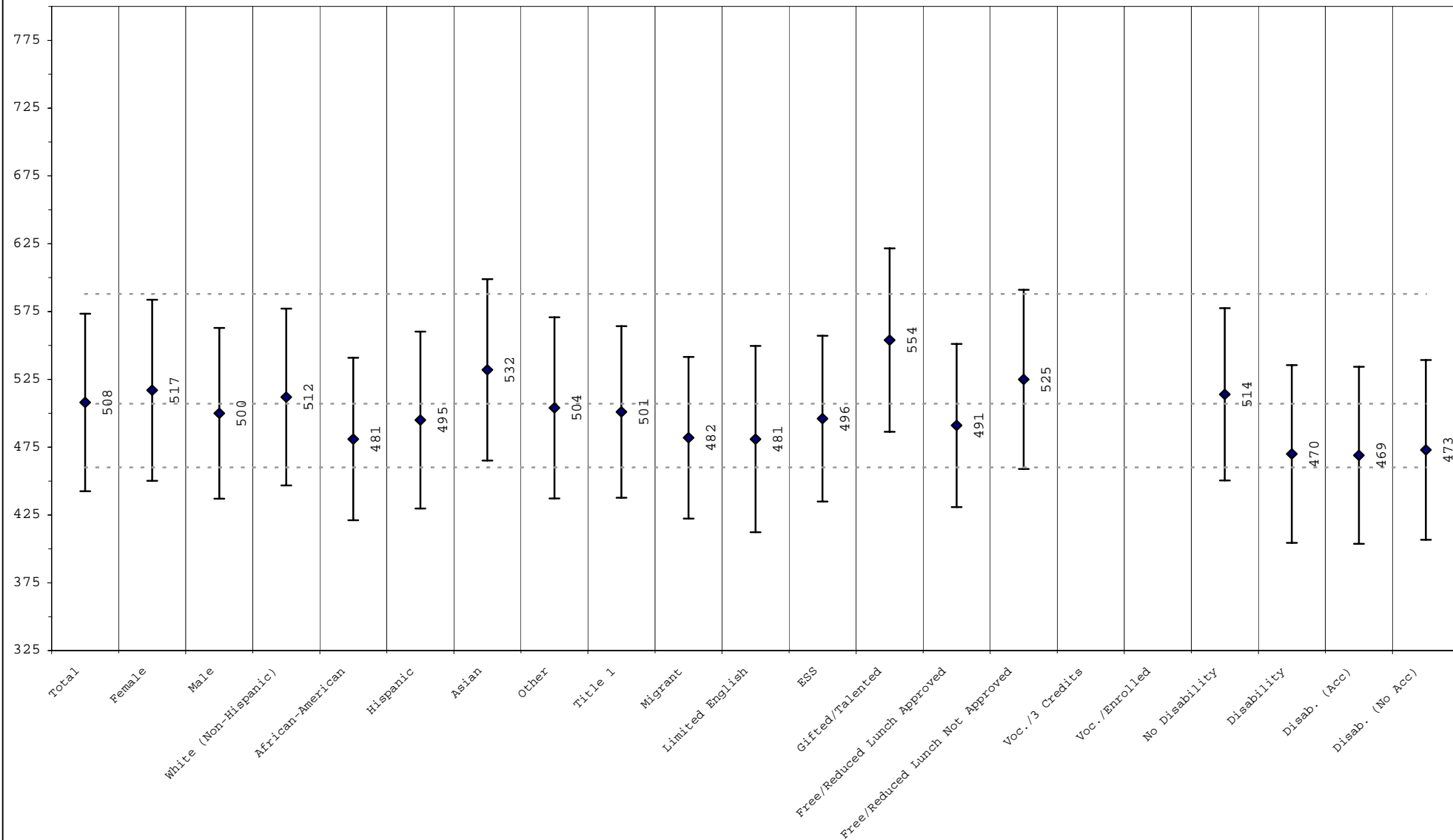


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: STATE
 Code: 999
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: STATE
 Code: 999
 Grade: 05

SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total									49,793		508 (0.3)
Gender:											
Female									24,359	49%	517 (0.4)
Male									25,404	51%	500 (0.4)
Gap Female vs Male											17*
Ethnicity											
White (Non-Hispanic)									42,731	86%	512 (0.3)
African-American									5,488	11%	481 (0.8)
Hispanic									496	1%	495 (2.9)
Asian									299	1%	532 (3.9)
Other									593	1%	504 (2.7)
Gap White vs African American											31*
Gap White vs Hispanic											17*
Gap White vs Asian											-20*
Gap White vs Other											8*
Title I											
Participating Students									33,214	67%	501 (0.3)
Not Participating									16,579	33%	523 (0.5)
Gap Participating vs Non-Participating											-22*
Migrant Program											
Participating Students									685	1%	482 (2.3)
Not Participating									49,108	99%	509 (0.3)
Gap Participating vs Non-Participating											-27*
Limited English Proficiency											
Participating Students									188		481 (5.0)
Not Participating									49,605	100%	508 (0.3)
Gap Participating vs Non-Participating											-27*
Extended School Services											
Participating Students									12,749	26%	496 (0.5)
Not Participating									37,044	74%	513 (0.3)
Gap Participating vs Non-Participating											-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: STATE
 Code: 999
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										9,045	18%	554 (0.7)
Not Participating										40,748	82%	498 (0.3)
<i>Gap Participating vs Non-Participating</i>												56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										24,641	49%	491 (0.4)
Not Approved (includes not coded)										25,152	51%	525 (0.4)
<i>Gap Approved vs Not Approved</i>												-34*
Disability Status												
Students without Disabilities (includes not coded)										43,602	88%	514 (0.3)
Students with Disabilities										6,191	12%	470 (0.8)
Tested with Accommodations										5,006	10%	469 (0.9)
Tested without Accommodations										1,185	2%	473 (1.9)
<i>Gap With vs Without</i>												-44*
Alternate Portfolio										414	1%	
Exemptions (On-Demand)												
Medical										114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: STATE
 Code: 999
 Grade: EP

NRT Accountability Data by Year

End-of-Primary

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	51641	121	0.2	12242	23.7	12868	24.9	13003	25.2	13407	26.0
2000	50854	127	0.2	10240	20.1	13022	25.6	12655	24.9	14810	29.1
2001	49800	165	0.3	9058	18.2	12260	24.6	12667	25.4	15650	31.4
2002	48764	126	0.3	8052	16.5	11663	23.9	12744	26.1	16179	33.2
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: STATE
 Code: 999
 Grade: End of Primary

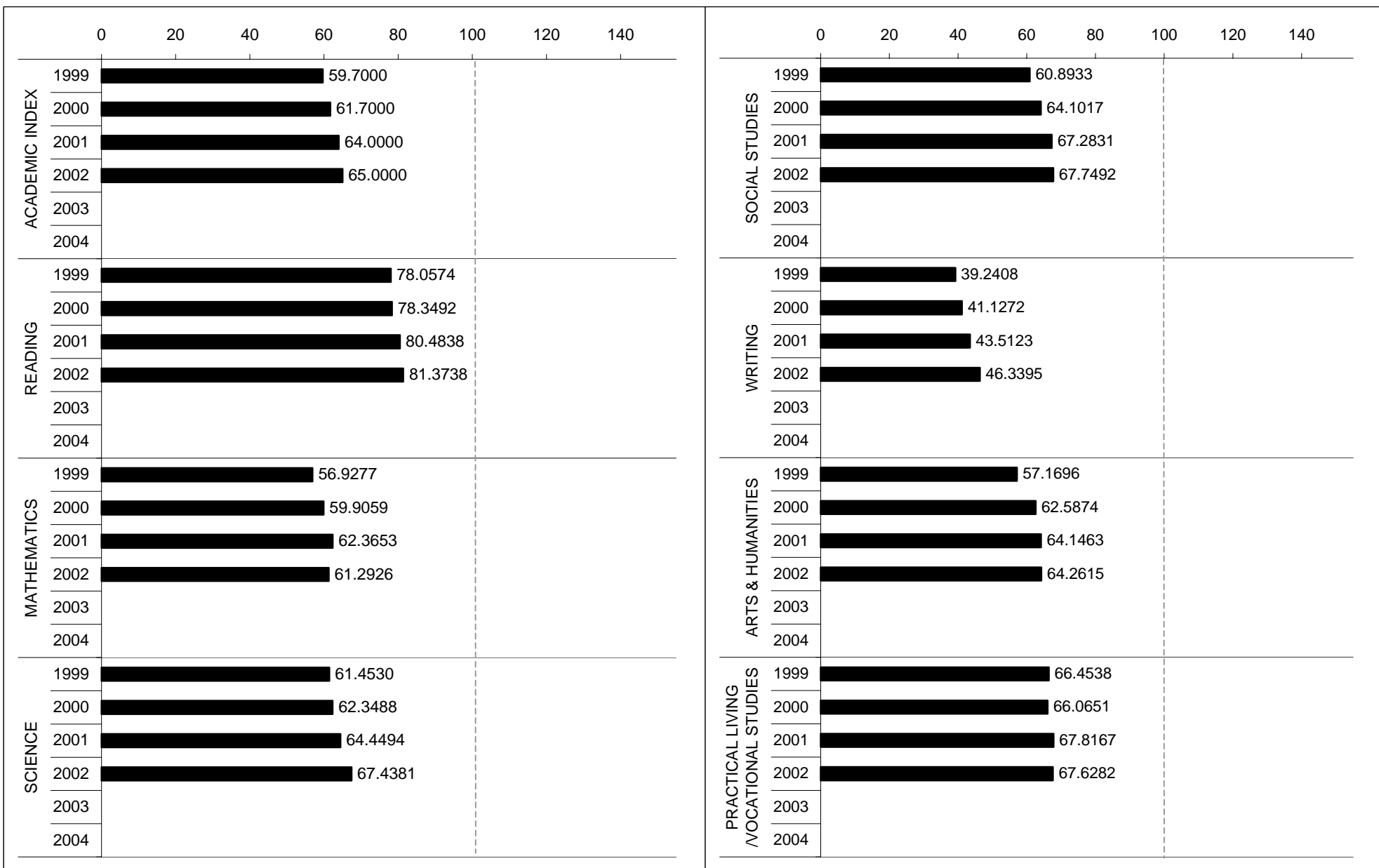
	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	48,764		54.9	59	53.7	57	55	59	55.4	60	17%	24%	26%	33%
Gender:														
Female	23,503	48%	56.4	62	56.2	62	55.4	60	57	63	15%	23%	26%	36%
Male	24,841	51%	53.5	57	51.4	53	54.7	59	53.9	57	19%	25%	26%	30%
(Not Coded)	420	1%												
Ethnicity														
White (Non-Hispanic)	41,345	85%	56.4	62	55.1	60	56.5	62	57	63	15%	23%	27%	36%
African-American	5,286	11%	45	41	44.7	40	44.6	40	44.6	40	32%	31%	22%	15%
Hispanic	539	1%	46.1	43	46	43	48.6	47	47	44	28%	30%	25%	16%
Asian	301	1%	58	65	60.2	69	63.9	75	62.2	72	9%	19%	26%	46%
Other	988	2%	51.8	54	50.3	51	52.4	55	52	54	20%	28%	27%	26%
(Not Coded)	305	1%												
Served by Title I	33,504	69%	52.4	55	51.4	53	52.7	55	52.7	55	20%	26%	26%	28%
Served by Migrant Program	734	2%	48.2	47	47	44	49.5	49	48.4	47	23%	32%	28%	17%
Students with Limited English Proficiency	262	1%	39.9	32	40.8	33	44.1	39	41.2	34	39%	33%	19%	9%
Served by Extended School Services	10,297	21%	45.8	42	44.8	40	46.9	44	45.7	42	29%	33%	23%	15%
Served by Gifted and Talented Program	2,903	6%	71.9	85	71.1	84	72	85	74.5	88	2%	6%	18%	75%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	24,485	50%	49.3	49	48.3	47	49.5	49	49.3	49	24%	29%	25%	22%
Not Approved (includes not coded)	24,279	50%	60.5	69	59.2	67	60.6	69	61.6	71	9%	19%	27%	45%
Disability Status														
Students without Disabilities (includes not coded)	43,349	89%	56.5	62	55.6	61	56.9	63	57.4	64	13%	23%	27%	36%
Students with Disabilities	5,415	11%	42	35	38.6	29	39.8	31	39.7	31	45%	29%	16%	10%
Tested with Accommodations	3,824	8%	40.5	33	36.1	26	36.9	27	37.1	27	51%	29%	14%	7%
Tested without Accommodations	1,591	3%	45.6	42	44.8	40	47	44	45.8	42	32%	29%	19%	20%
Alternate Portfolio	244	1%												
	Number	Exemptions:												
		On-Demand			Medical		LEP		Other					
					43		189		15					

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: STATE
 Code: 999
 Grade: 07/08

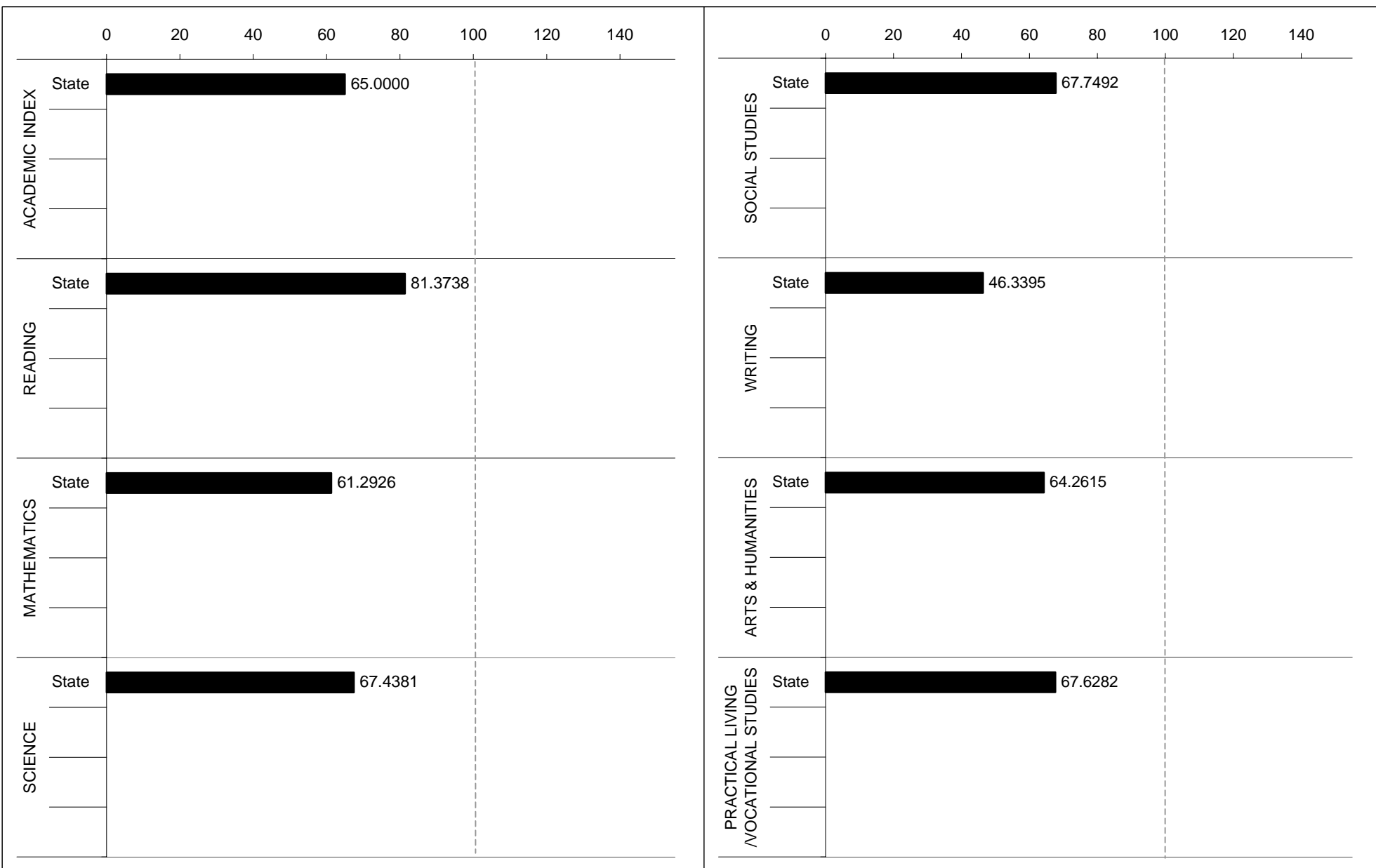


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: STATE

Code: 999

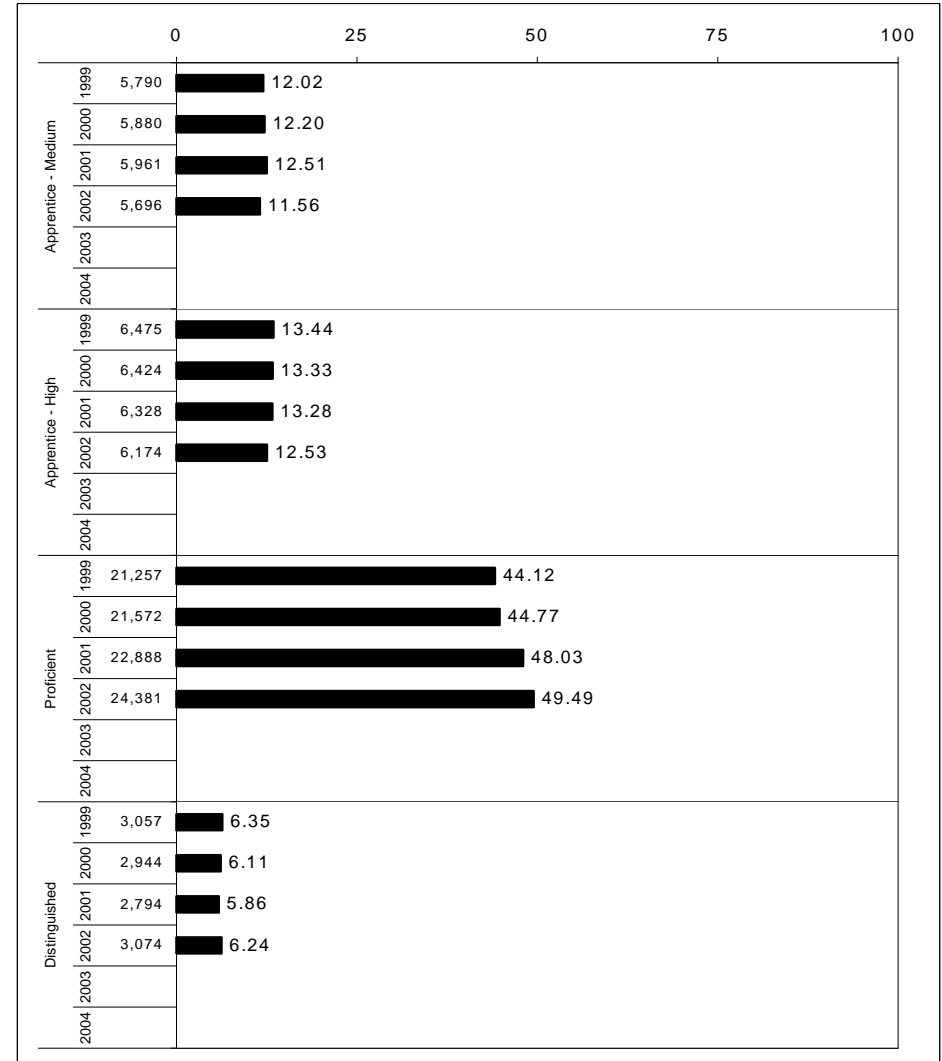
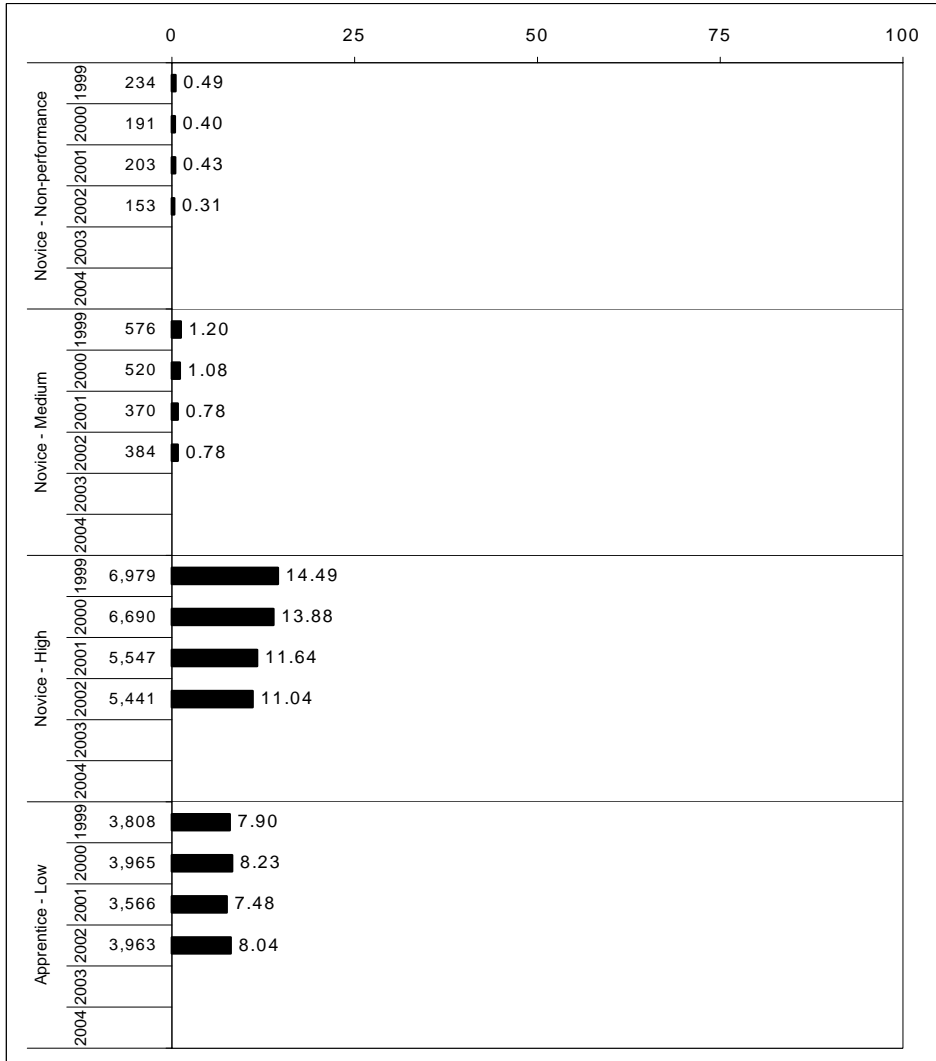
Grade: 07/08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 07

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	60	2.2	2.2									
Informational	40	2.2	2.2									
Persuasive	20	2.2	2.2									
Practical/Workplace	30	2.4	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: STATE
 Code: 999
 Grade: 07

OPEN RESPONSE	No.	STATE								STATE								School	
	Items	No.	Percents						Mean	Std.	No.	Percents						Mean	-State
		Observations	B	0	1	2	3	4				Observations	B	0	1	2	3			4
1.0.x - Literary	12	113,563	1	5	26	44	21	4	1.9										
2.0.x - Informational	8	73,295	1	8	23	43	21	4	1.9										
3.0.x - Persuasive	4	48,709	1	4	24	47	20	4	2.0										
4.0.x - Practical/Workplace	6	56,687	0	4	19	45	26	6	2.1										



SPRING 2002 KENTUCKY PERFORMANCE REPORT READING QUESTIONNAIRE DATA

District: STATE

Code: 999

Grade: 07

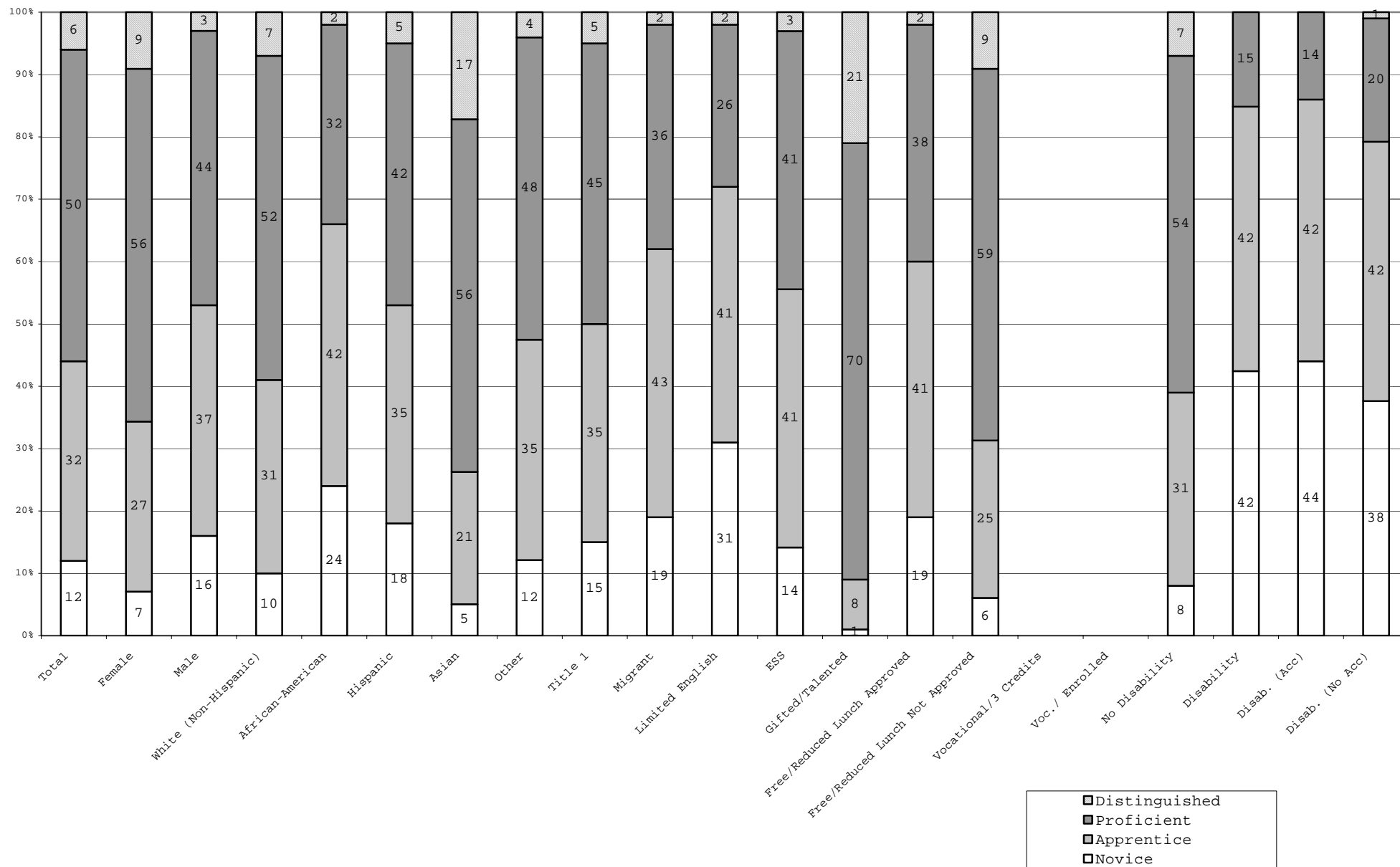
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	1,873	4%	(4%)	13,700	28%	(28%)	24,994	51%	(51%)	7,687	16%	(16%)	523	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	441	1%	(1%)	1,774	4%	(4%)	34,769	71%	(71%)	11,182	23%	(23%)	557	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,208	2%	(2%)	1,287	3%	(3%)	10,851	22%	(22%)	34,849	71%	(71%)	587	1%	(1%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
	3,345	7%	(7%)	21,424	44%	(44%)	18,023	37%	(37%)	3,980	8%	(8%)	1,443	3%	(3%)
Invalid Response															
624 1% (1%)															
In your class, how often do you do the following:															
40 listen to an adult read aloud	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	4,797	10%	(10%)	17,262	35%	(35%)	6,207	13%	(13%)	10,829	22%	(22%)	9,175	19%	(19%)
41 use a chart or web with passages you read	10,927	22%	(22%)	19,304	40%	(40%)	7,935	16%	(16%)	6,989	14%	(14%)	3,059	6%	(6%)
42 read novels, short stories or poems	1,691	3%	(3%)	12,134	25%	(25%)	8,973	18%	(18%)	12,855	26%	(26%)	12,605	26%	(26%)
43 read newspapers or magazines	7,939	16%	(16%)	15,537	32%	(32%)	9,690	20%	(20%)	7,971	16%	(16%)	7,112	15%	(15%)
44 spend time thinking or talking about what you are going to read BEFORE you read	10,720	22%	(22%)	13,004	27%	(27%)	8,686	18%	(18%)	9,126	19%	(19%)	6,666	14%	(14%)
45 use a computer to research and read poems, articles, stories, or books	13,028	27%	(27%)	17,516	36%	(36%)	6,653	14%	(14%)	6,151	13%	(13%)	4,844	10%	(10%)
46 use a computer to answer questions about poems, articles, stories or books you have read	17,801	36%	(36%)	16,345	33%	(33%)	6,473	13%	(13%)	4,585	9%	(9%)	2,936	6%	(6%)
47 respond in writing to what you read	5,298	11%	(11%)	13,464	28%	(28%)	9,801	20%	(20%)	11,607	24%	(24%)	7,959	16%	(16%)
48 discuss what you read with a teacher or other students	5,521	11%	(11%)	12,522	26%	(26%)	8,232	17%	(17%)	11,051	23%	(23%)	10,884	22%	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 07

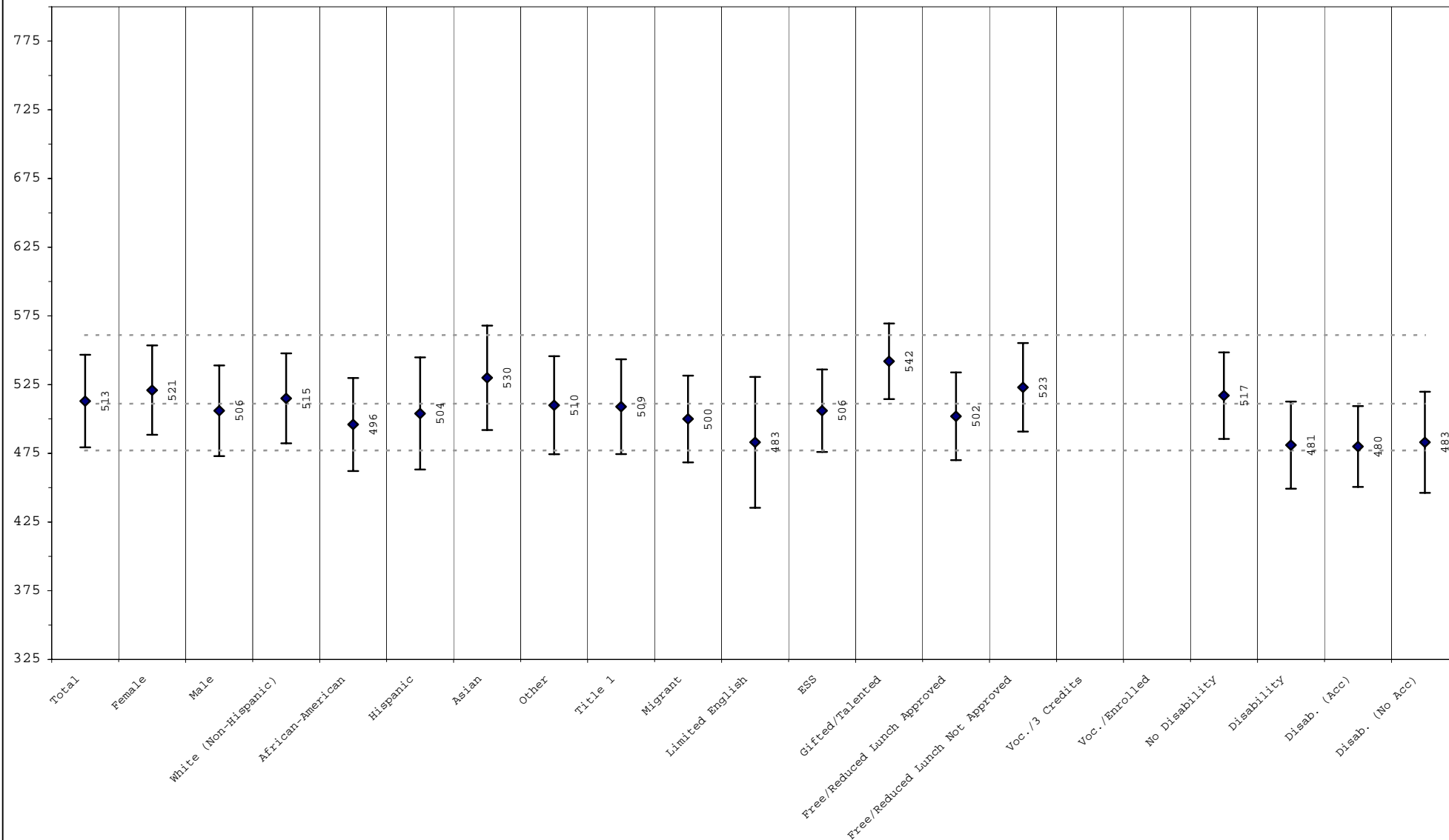


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: STATE
 Code: 999
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										48,856		513 (0.2)
Gender:												
Female										23,609	48%	521 (0.2)
Male										25,213	52%	506 (0.2)
Gap Female vs Male												15*
Ethnicity												
White (Non-Hispanic)										42,088	86%	515 (0.2)
African-American										5,129	10%	496 (0.5)
Hispanic										449	1%	504 (1.9)
Asian										327	1%	530 (2.1)
Other										615	1%	510 (1.4)
Gap White vs African American												19*
Gap White vs Hispanic												11*
Gap White vs Asian												-15*
Gap White vs Other												5*
Title I												
Participating Students										22,844	47%	509 (0.2)
Not Participating										26,012	53%	517 (0.2)
Gap Participating vs Non-Participating												-8*
Migrant Program												
Participating Students										554	1%	500 (1.3)
Not Participating										48,302	99%	513 (0.2)
Gap Participating vs Non-Participating												-13*
Limited English Proficiency												
Participating Students										119		483 (4.4)
Not Participating										48,737	100%	513 (0.2)
Gap Participating vs Non-Participating												-30*
Extended School Services												
Participating Students										9,973	20%	506 (0.3)
Not Participating										38,883	80%	515 (0.2)
Gap Participating vs Non-Participating												-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 07

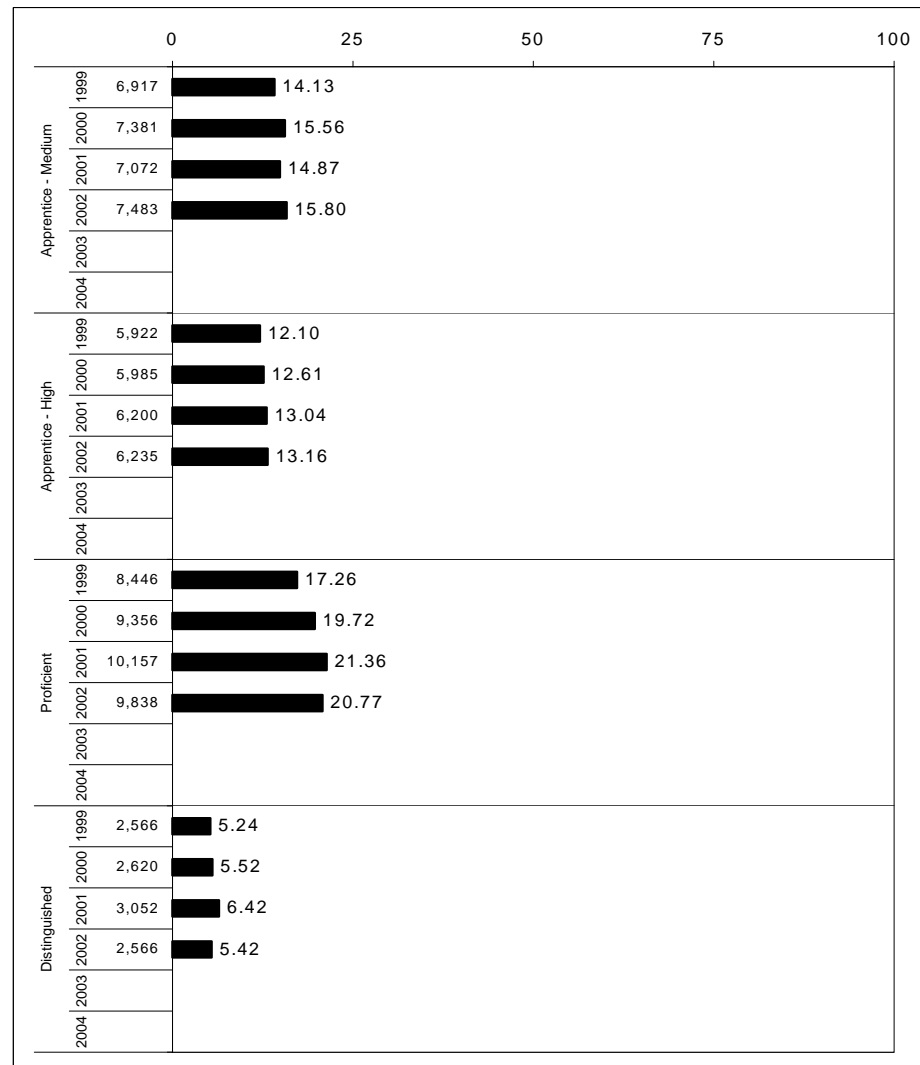
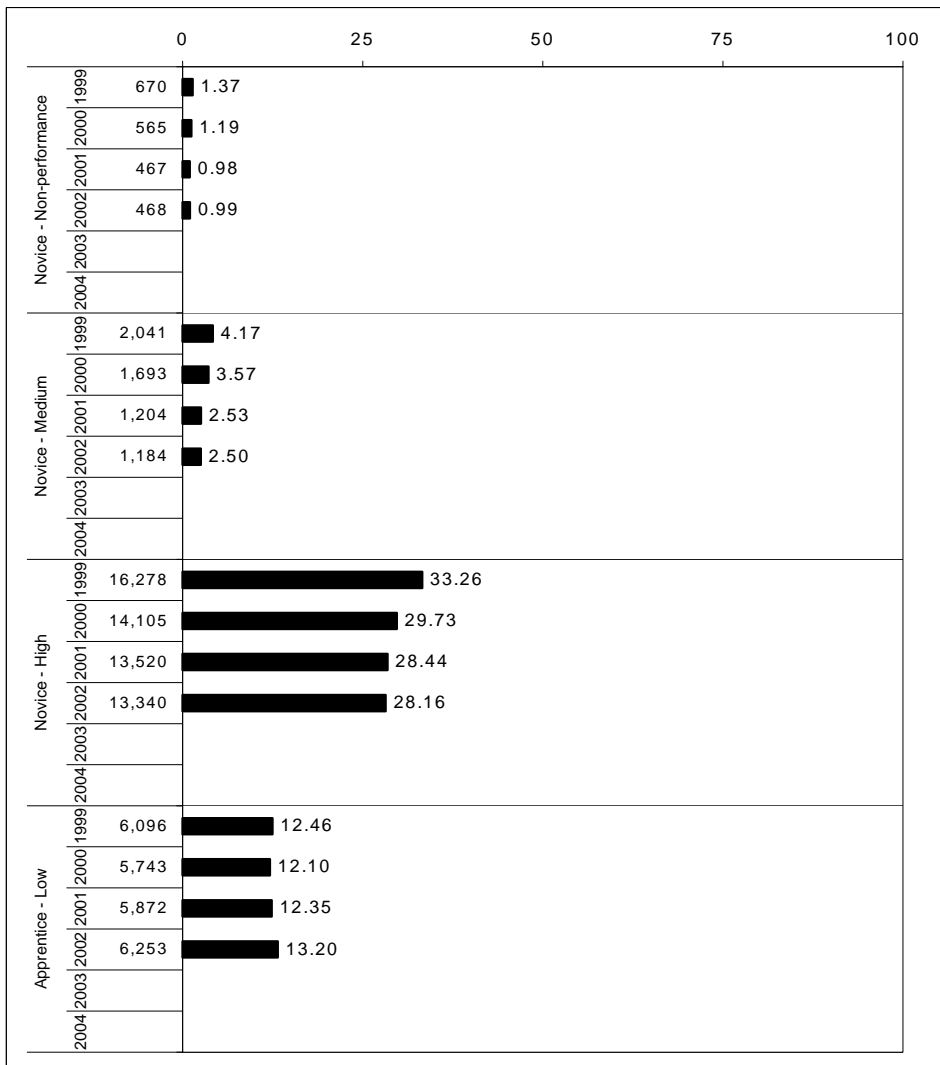
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									8,226	17%	542 (0.3)
Not Participating									40,630	83%	507 (0.2)
Gap Participating vs Non-Participating									35*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									22,205	45%	502 (0.2)
Not Approved (includes not coded)									26,651	55%	523 (0.2)
Gap Approved vs Not Approved									-21*		
Disability Status											
Students without Disabilities (includes not coded)									43,093	88%	517 (0.2)
Students with Disabilities									5,763	12%	481 (0.4)
Tested with Accommodations									4,117	8%	480 (0.5)
Tested without Accommodations									1,646	3%	483 (0.9)
Gap With vs Without									-36*		
Alternate Portfolio									410	1%	
Exemptions (On-Demand)											
Medical									146		
LEP									206		
Other									13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 08

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	56	1.8	1.8									
Geometry/Measurement	44	1.7	1.7									
Probability/Statistics	26	2.0	2.0									
Algebraic Ideas	44	1.8	1.8									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: STATE
 Code: 999
 Grade: 08

OPEN RESPONSE	No.	STATE									STATE									School							
	Items	No.	Percents							Std.	No.	Percents							Mean	-State							
	Observations	B	0	1	2	3	4	Mean	Err.	Observations	B	0	1	2	3	4	Mean	Mean									
1.x.x - Number/Computation	13	101,179	1	22	34	21	15	8	1.5																		
1.1.x - Concepts	2	15,461	1	19	29	30	14	6	1.6																		
1.2.x - Skills	12	93,455	1	22	34	20	15	8	1.5																		
1.3.x - Relationships	0	0																									
2.x.x - Geometry/Measurement	10	77,570	1	23	35	23	12	7	1.4																		
2.1.x - Concepts	1	7,724	1	33	26	15	12	13	1.4																		
2.2.x - Skills	7	54,162	1	21	37	27	10	5	1.4																		
2.3.x - Relationships	2	15,684	1	26	31	14	18	10	1.6																		
3.x.x - Probability/Statistics	7	54,352	0	15	24	27	27	6	1.8																		
3.1.x - Concepts	1	7,724	0	8	15	27	47	2	2.2																		
3.2.x - Skills	7	54,352	0	15	24	27	27	6	1.8																		
3.3.x - Relationships	2	15,682	0	13	26	34	22	4	1.8																		
4.x.x - Algebraic Ideas	13	101,193	1	18	35	27	12	7	1.6																		
4.1.x - Concepts	2	15,466	1	25	27	29	10	7	1.4																		
4.2.x - Skills	11	85,511	1	19	36	24	13	8	1.5																		
4.3.x - Relationships	7	54,796	1	15	32	32	13	7	1.6																		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult																Correct	Incorrect	Omit/Mult				
1.x.x - Number/Computation	43	404,121	59	41	0			0.59																			
1.1.x - Concepts	15	155,305	57	43	0		0.57																				
1.2.x - Skills	24	202,186	59	41	0		0.59																				
1.3.x - Relationships	6	62,304	63	37	0		0.63																				
2.x.x - Geometry/Measurement	34	295,221	58	42	0		0.58																				
2.1.x - Concepts	10	93,223	59	41	0		0.59																				
2.2.x - Skills	23	194,038	57	43	0		0.57																				
2.3.x - Relationships	3	23,629	56	44	0		0.56																				
3.x.x - Probability/Statistics	19	186,505	59	41	0		0.59																				
3.1.x - Concepts	4	39,105	59	41	0		0.59																				
3.2.x - Skills	14	131,731	63	37	0		0.63																				
3.3.x - Relationships	2	23,408	38	62	0		0.38																				
4.x.x - Algebraic Ideas	31	287,695	56	44	0		0.56																				
4.1.x - Concepts	11	101,008	57	43	0		0.57																				
4.2.x - Skills	19	178,938	55	45	0		0.55																				
4.3.x - Relationships	3	23,227	46	54	0		0.46																				

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	589	1%	(1%)	6,657	14%	(14%)	25,474	54%	(54%)	13,589	29%	(29%)	541	1%	(1%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	776	2%	(2%)	3,918	8%	(8%)	32,015	68%	(68%)	9,580	20%	(20%)	578	1%	(1%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	1,031	2%	(2%)	1,461	3%	(3%)	9,229	20%	(20%)	34,589	74%	(74%)	584	1%	(1%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	4,958	11%	(11%)	25,378	54%	(54%)	6,779	14%	(14%)	6,488	14%	(14%)	2,775	6%	(6%)
40 work on mathematics projects/investigations that require more than one class period	11,436	24%	(24%)	21,617	46%	(46%)	6,656	14%	(14%)	4,470	10%	(10%)	2,134	5%	(5%)
41 use a calculator	866	2%	(2%)	4,369	9%	(9%)	2,852	6%	(6%)	8,300	18%	(18%)	29,903	64%	(64%)
42 use a computer	22,151	47%	(47%)	14,555	31%	(31%)	3,551	8%	(8%)	2,908	6%	(6%)	3,123	7%	(7%)
43 write about mathematics	9,999	21%	(21%)	15,988	34%	(34%)	6,791	14%	(14%)	6,325	13%	(13%)	7,142	15%	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	8,067	17%	(17%)	18,973	40%	(40%)	6,889	15%	(15%)	6,561	14%	(14%)	5,791	12%	(12%)
45 draw pictures or charts to help explain your thinking	1,995	4%	(4%)	13,266	28%	(28%)	9,420	20%	(20%)	13,310	28%	(28%)	8,244	18%	(18%)
46 discuss different ways to solve problems	1,328	3%	(3%)	5,380	11%	(11%)	5,886	13%	(13%)	13,196	28%	(28%)	20,489	44%	(44%)
47 receive meaningful feedback on assignments	3,947	8%	(8%)	8,253	18%	(18%)	7,855	17%	(17%)	12,804	27%	(27%)	13,345	28%	(28%)
48 work on mathematics that is related to real-life experiences	3,441	7%	(7%)	10,728	23%	(23%)	7,918	17%	(17%)	12,788	27%	(27%)	11,437	24%	(24%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

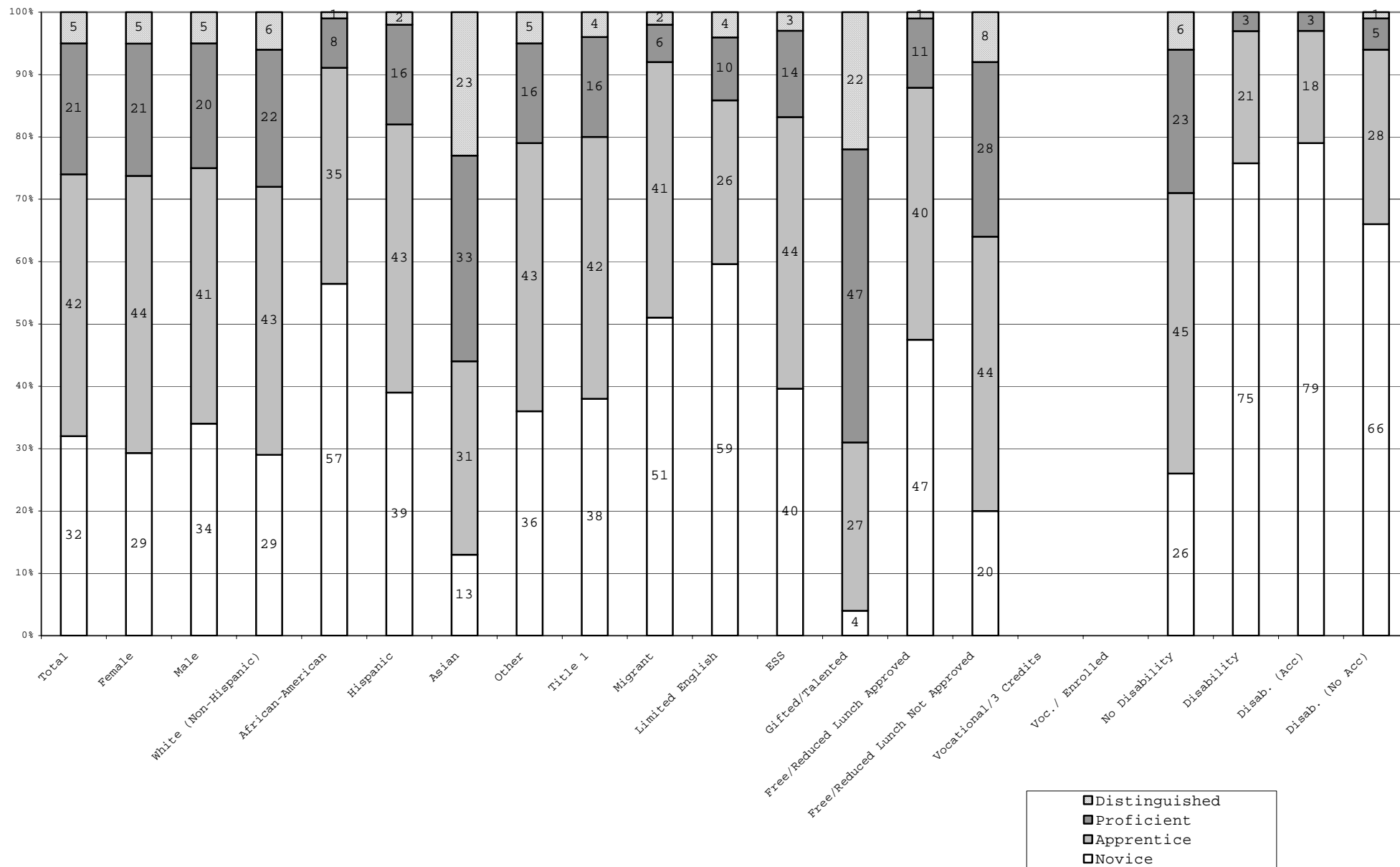
Run Date: 05/07/2003

Page: 87



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 08

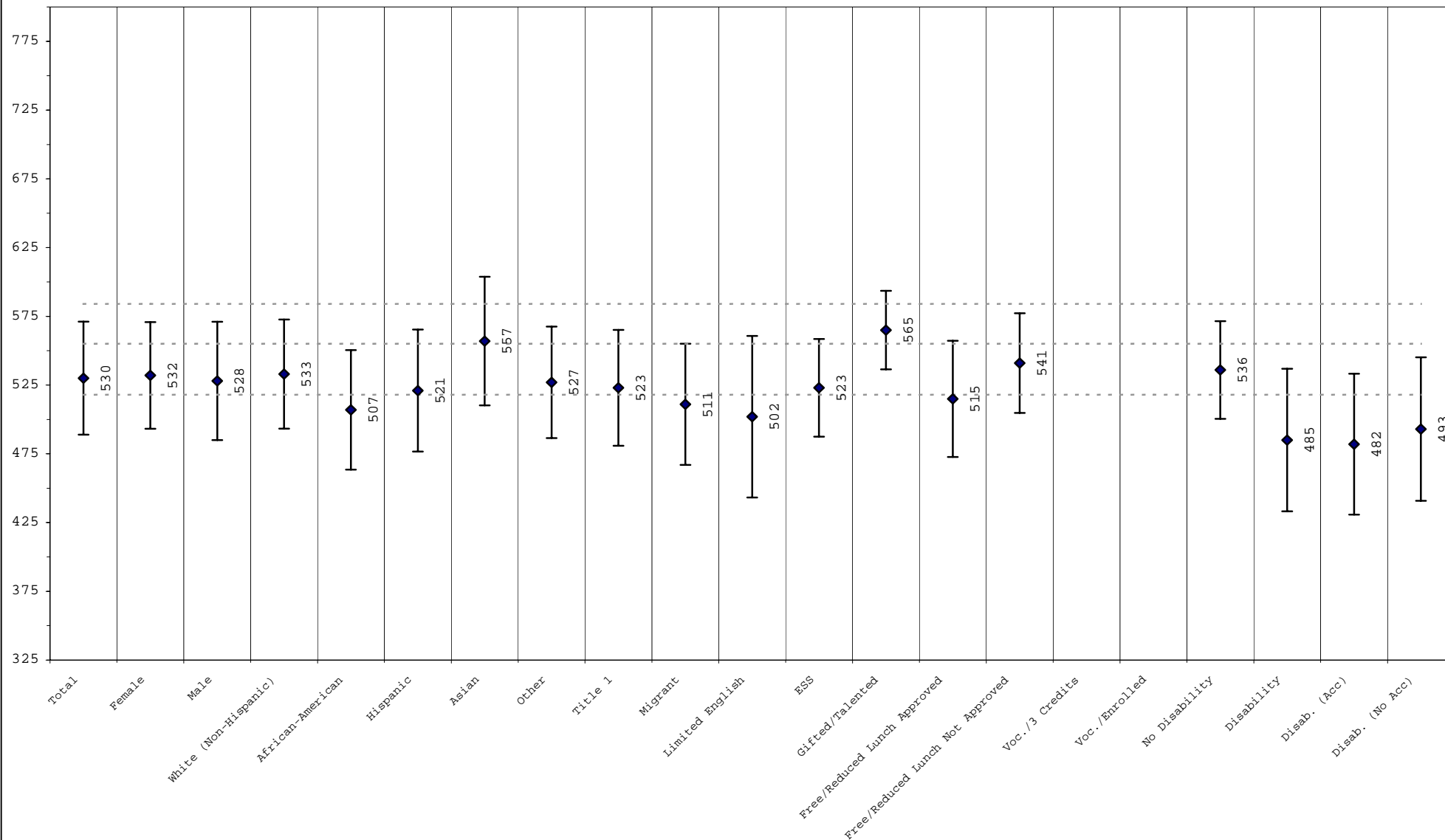


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										46,957		530 (0.2)
Gender:												
Female										22,893	49%	532 (0.3)
Male										24,042	51%	528 (0.3)
Gap Female vs Male												4*
Ethnicity												
White (Non-Hispanic)										40,780	87%	533 (0.2)
African-American										4,723	10%	507 (0.6)
Hispanic										453	1%	521 (2.1)
Asian										311	1%	557 (2.7)
Other										547	1%	527 (1.7)
Gap White vs African American												26*
Gap White vs Hispanic												12*
Gap White vs Asian												-24*
Gap White vs Other												6*
Title I												
Participating Students										21,583	46%	523 (0.3)
Not Participating										25,374	54%	535 (0.2)
Gap Participating vs Non-Participating												-12*
Migrant Program												
Participating Students										449	1%	511 (2.1)
Not Participating										46,508	99%	530 (0.2)
Gap Participating vs Non-Participating												-19*
Limited English Proficiency												
Participating Students										118		502 (5.4)
Not Participating										46,839	100%	530 (0.2)
Gap Participating vs Non-Participating												-28*
Extended School Services												
Participating Students										7,703	16%	523 (0.4)
Not Participating										39,254	84%	531 (0.2)
Gap Participating vs Non-Participating												-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 08

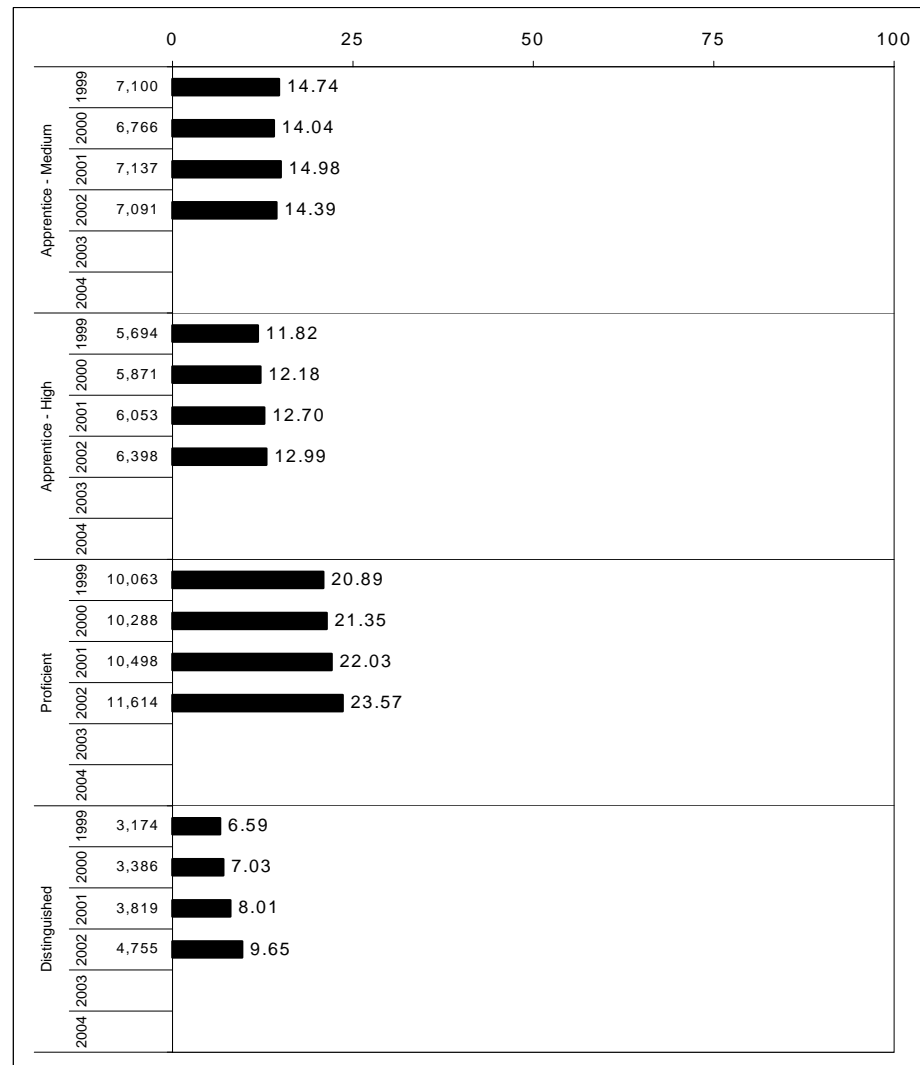
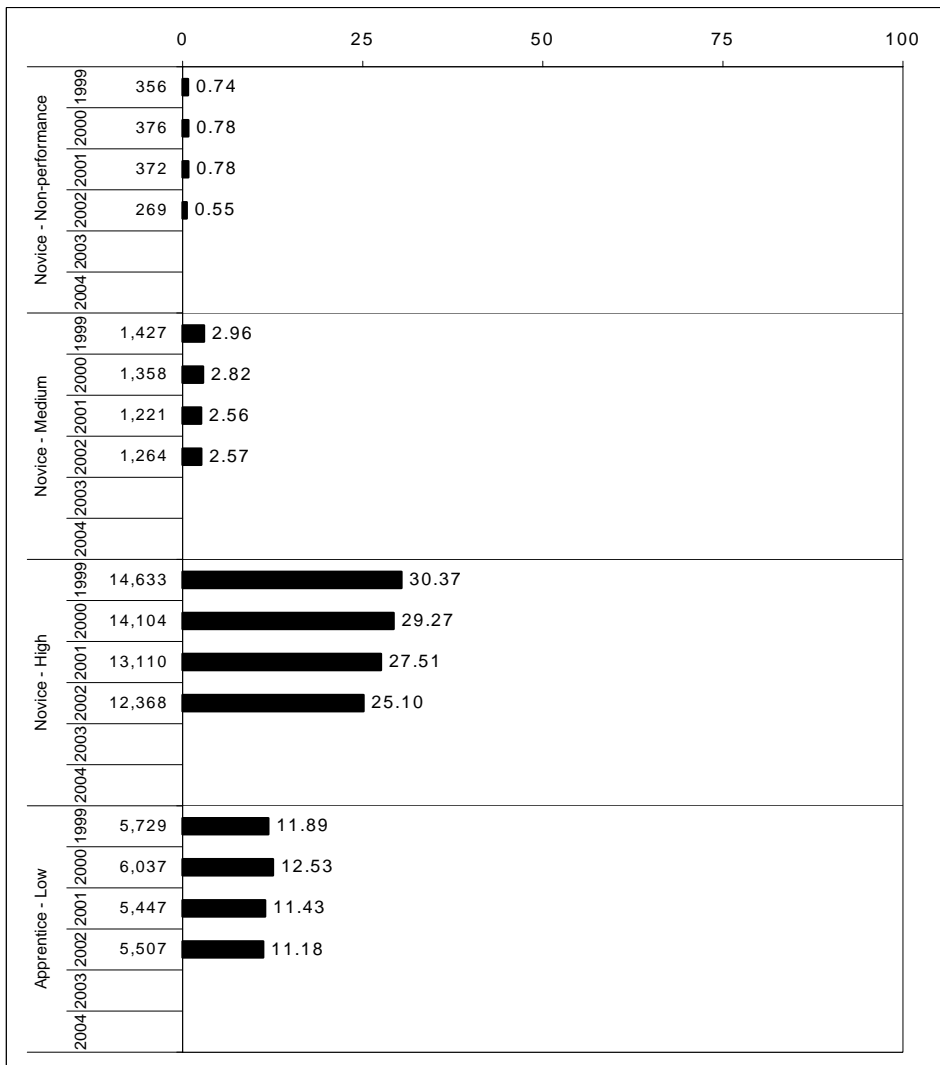
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										8,093	17%	565 (0.3)
Not Participating										38,864	83%	523 (0.2)
<i>Gap Participating vs Non-Participating</i>												42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										20,016	43%	515 (0.3)
Not Approved (includes not coded)										26,941	57%	541 (0.2)
<i>Gap Approved vs Not Approved</i>												-26*
Disability Status												
Students without Disabilities (includes not coded)										41,500	88%	536 (0.2)
Students with Disabilities										5,457	12%	485 (0.7)
Tested with Accommodations										3,701	8%	482 (0.8)
Tested without Accommodations										1,756	4%	493 (1.2)
<i>Gap With vs Without</i>												-51*
Alternate Portfolio										410	1%	
Exemptions (On-Demand)												
Medical										139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Physical Science	48	1.8	1.8					♦				
Earth & Space Science	58	2.1	2.1					♦				
Life Science	57	2.1	2.1					♦				

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: STATE
 Code: 999
 Grade: 07

OPEN RESPONSE	No.	STATE									STATE								School -State Mean		
	Items	No.	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
		Observations	B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	12	97,327	1	19	30	32	13	6	1.6												
1.1.x - Matter Properties/Changes	3	24,471	1	20	30	32	12	5	1.5												
1.2.x - Motions and Forces	4	32,315	1	21	37	27	11	3	1.4												
1.3.x - Transfer of Energy	5	40,541	1	17	23	35	16	8	1.7												
2.x.x - Earth & Space Science	14	113,592	1	12	24	33	21	9	1.9												
2.1.x - Earth's System Structure	9	73,309	1	12	25	33	20	9	1.9												
2.2.x - Earth's History	4	32,315	1	17	27	32	18	5	1.7												
2.3.x - Earth in the Solar System	3	24,142	1	10	18	32	28	11	2.1												
3.x.x - Life Science	14	113,554	1	15	25	31	20	7	1.8												
3.1.x - Living Systems ...	2	16,050	1	4	22	36	29	8	2.1												
3.2.x - Regulation and Behavior	1	8,068	2	29	28	24	13	5	1.3												
3.3.x - Reproduction and Heredity	1	8,417	3	22	31	21	14	10	1.5												
3.4.x - Organisms:Diversity/Adapt.	5	40,741	1	18	23	31	20	8	1.7												
3.5.x - Populations & Ecosystems	5	40,278	1	13	26	34	20	7	1.8												
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult						
1.x.x - Physical Science	36	349,380	60	40	0				0.60												
1.1.x - Matter Properties/Changes	11	113,833	60	40	0				0.60												
1.2.x - Motions and Forces	10	89,416	62	38	0				0.61												
1.3.x - Transfer of Energy	16	154,108	60	40	0				0.60												
2.x.x - Earth & Space Science	44	421,911	61	39	0				0.61												
2.1.x - Earth's System Structure	17	162,626	61	39	0				0.61												
2.2.x - Earth's History	6	81,617	62	38	0				0.62												
2.3.x - Earth in the Solar System	21	177,668	61	39	0				0.61												
3.x.x - Life Science	43	430,404	66	34	0				0.66												
3.1.x - Living Systems ...	7	72,840	62	38	0				0.62												
3.2.x - Regulation and Behavior	11	121,276	60	40	0				0.60												
3.3.x - Reproduction and Heredity	5	48,733	71	29	0				0.71												
3.4.x - Organisms:Diversity/Adapt.	7	64,774	71	29	0				0.71												
3.5.x - Populations & Ecosystems	16	155,000	68	32	0				0.68												

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 07

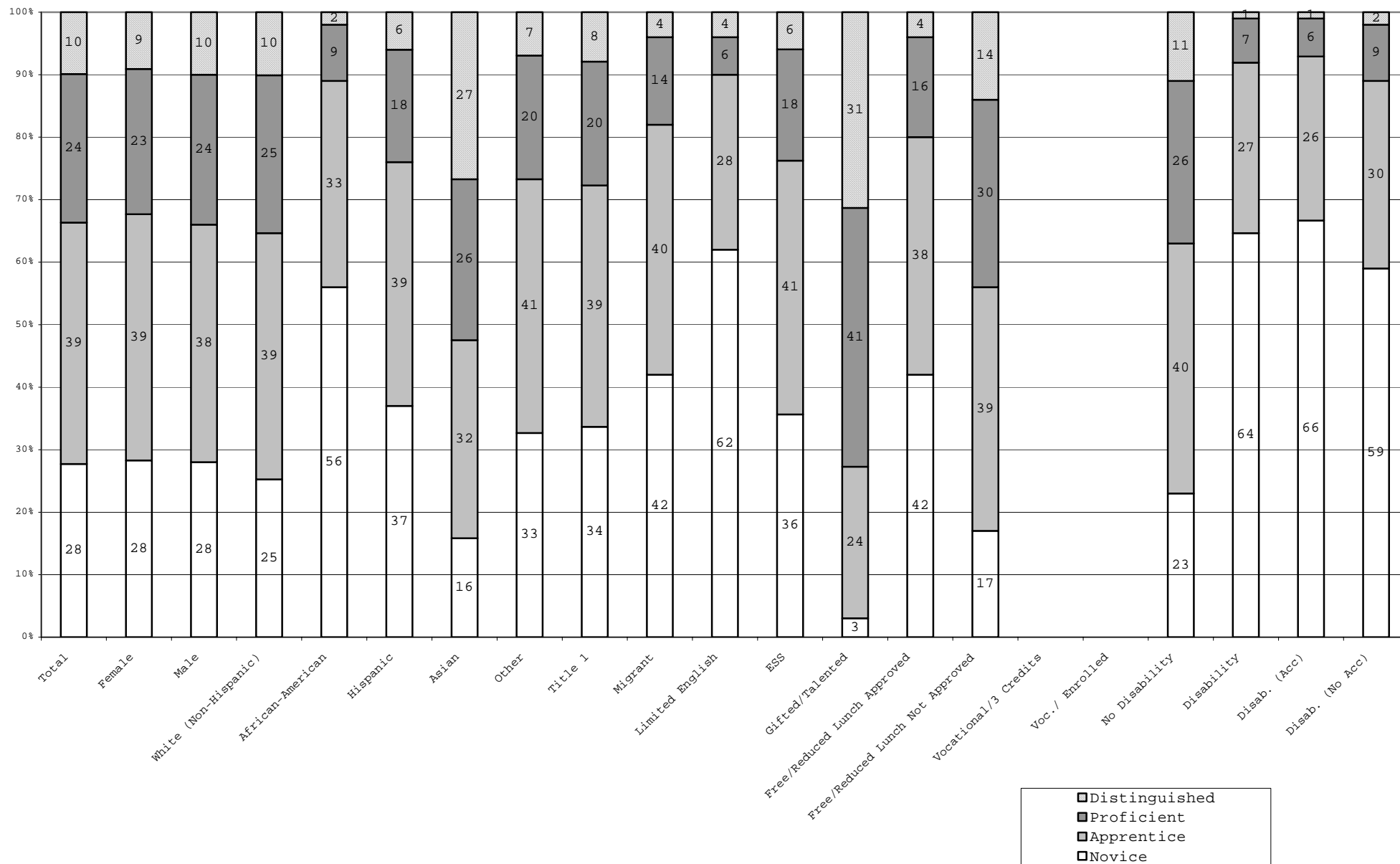
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	1,077	2%	(2%)	13,898	28%	(28%)	26,062	53%	(53%)	7,066	14%	(14%)	736	2%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	718	1%	(1%)	4,067	8%	(8%)	33,767	69%	(69%)	9,388	19%	(19%)	899	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,271	3%	(3%)	1,762	4%	(4%)	10,612	22%	(22%)	34,291	70%	(70%)	903	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	2,783	6%	(6%)	12,544	26%	(26%)	6,246	13%	(13%)	12,804	26%	(26%)	13,685	28%	(28%)
40 read about science in magazines or books other than a textbook	8,293	17%	(17%)	19,461	40%	(40%)	9,672	20%	(20%)	7,309	15%	(15%)	3,303	7%	(7%)
41 work on worksheets	877	2%	(2%)	7,260	15%	(15%)	7,030	14%	(14%)	16,435	34%	(34%)	16,412	34%	(34%)
42 work with other students in pairs, small groups or teams	2,349	5%	(5%)	20,424	42%	(42%)	10,645	22%	(22%)	9,929	20%	(20%)	4,661	10%	(10%)
43 watch your teacher do a science demonstration	4,531	9%	(9%)	20,128	41%	(41%)	9,864	20%	(20%)	8,521	17%	(17%)	4,929	10%	(10%)
44 watch a video	1,667	3%	(3%)	24,405	50%	(50%)	11,344	23%	(23%)	7,463	15%	(15%)	3,042	6%	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	7,237	15%	(15%)	25,083	51%	(51%)	7,697	16%	(16%)	5,353	11%	(11%)	2,547	5%	(5%)
46 design and conduct scientific investigations about things in which you are interested	12,512	26%	(26%)	19,967	41%	(41%)	8,155	17%	(17%)	5,035	10%	(10%)	2,201	5%	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	6,433	13%	(13%)	19,139	39%	(39%)	10,662	22%	(22%)	7,654	16%	(16%)	3,968	8%	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	5,217	11%	(11%)	17,981	37%	(37%)	11,065	23%	(23%)	8,803	18%	(18%)	4,849	10%	(10%)
49 discuss your investigations with a teacher or other students	6,682	14%	(14%)	16,221	33%	(33%)	9,580	20%	(20%)	8,936	18%	(18%)	6,517	13%	(13%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 07

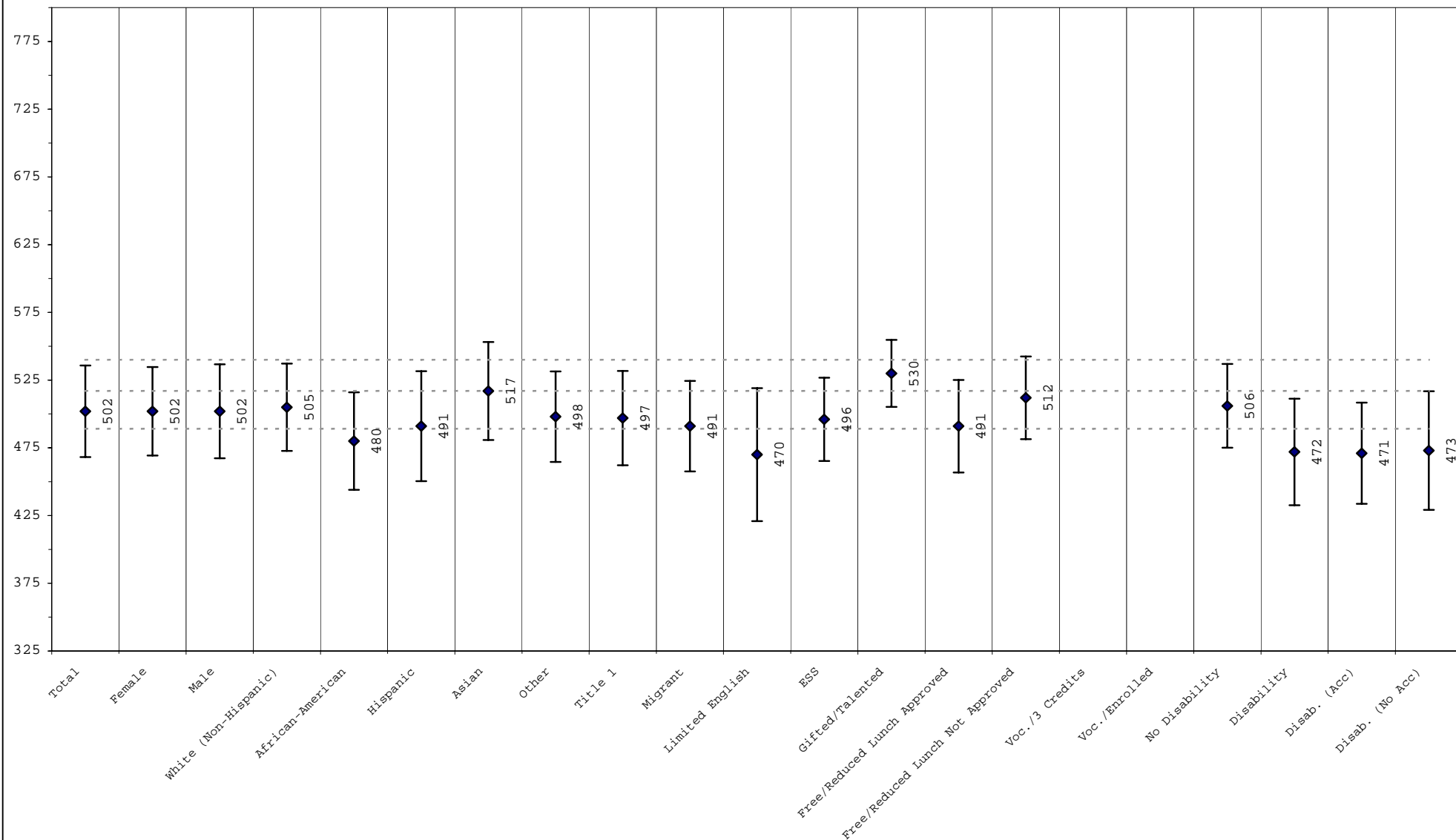


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: STATE
 Code: 999
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										48,856		502 (0.2)
Gender:												
Female										23,609	48%	502 (0.2)
Male										25,213	52%	502 (0.2)
Gap Female vs Male												
Ethnicity												
White (Non-Hispanic)										42,088	86%	505 (0.2)
African-American										5,129	10%	480 (0.5)
Hispanic										449	1%	491 (1.9)
Asian										327	1%	517 (2.0)
Other										615	1%	498 (1.3)
Gap White vs African American												25*
Gap White vs Hispanic												14*
Gap White vs Asian												-12*
Gap White vs Other												7*
Title I												
Participating Students										22,844	47%	497 (0.2)
Not Participating										26,012	53%	506 (0.2)
Gap Participating vs Non-Participating												-9*
Migrant Program												
Participating Students										554	1%	491 (1.4)
Not Participating										48,302	99%	502 (0.2)
Gap Participating vs Non-Participating												-11*
Limited English Proficiency												
Participating Students										119		470 (4.5)
Not Participating										48,737	100%	502 (0.2)
Gap Participating vs Non-Participating												-32*
Extended School Services												
Participating Students										9,973	20%	496 (0.3)
Not Participating										38,883	80%	504 (0.2)
Gap Participating vs Non-Participating												-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 07

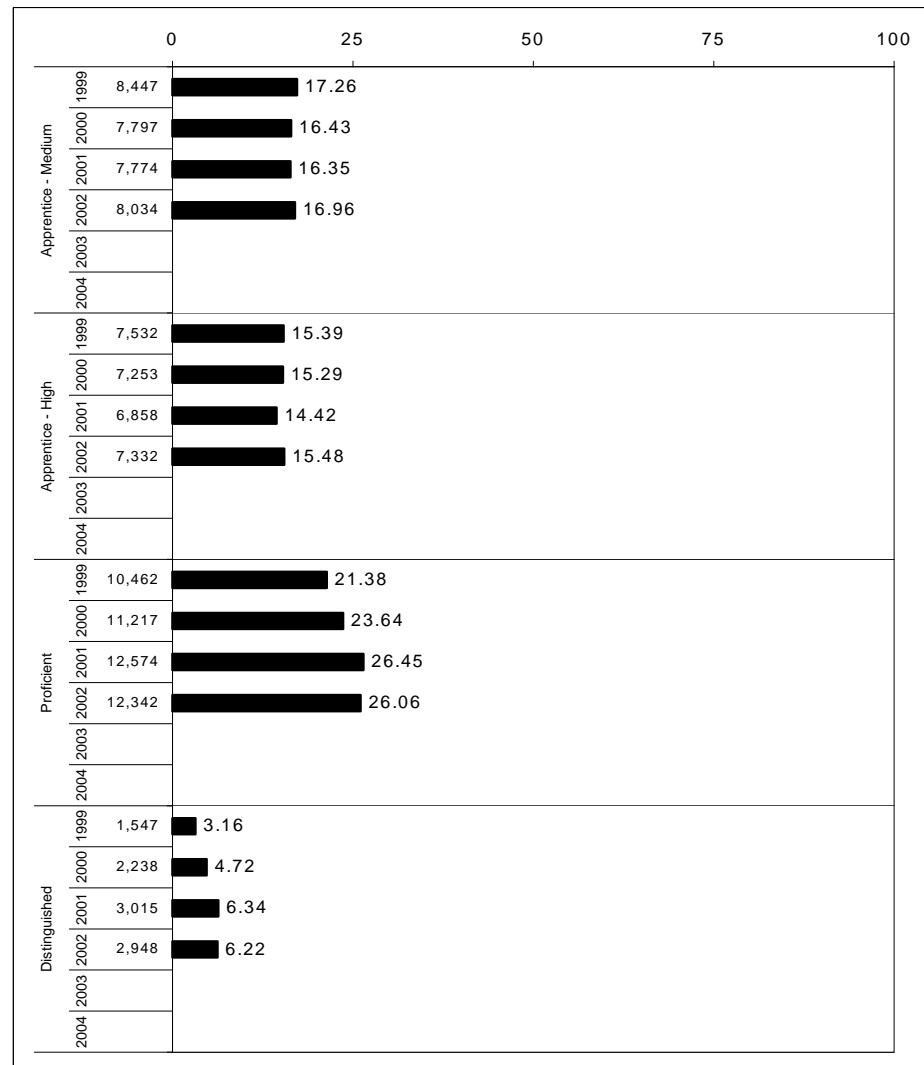
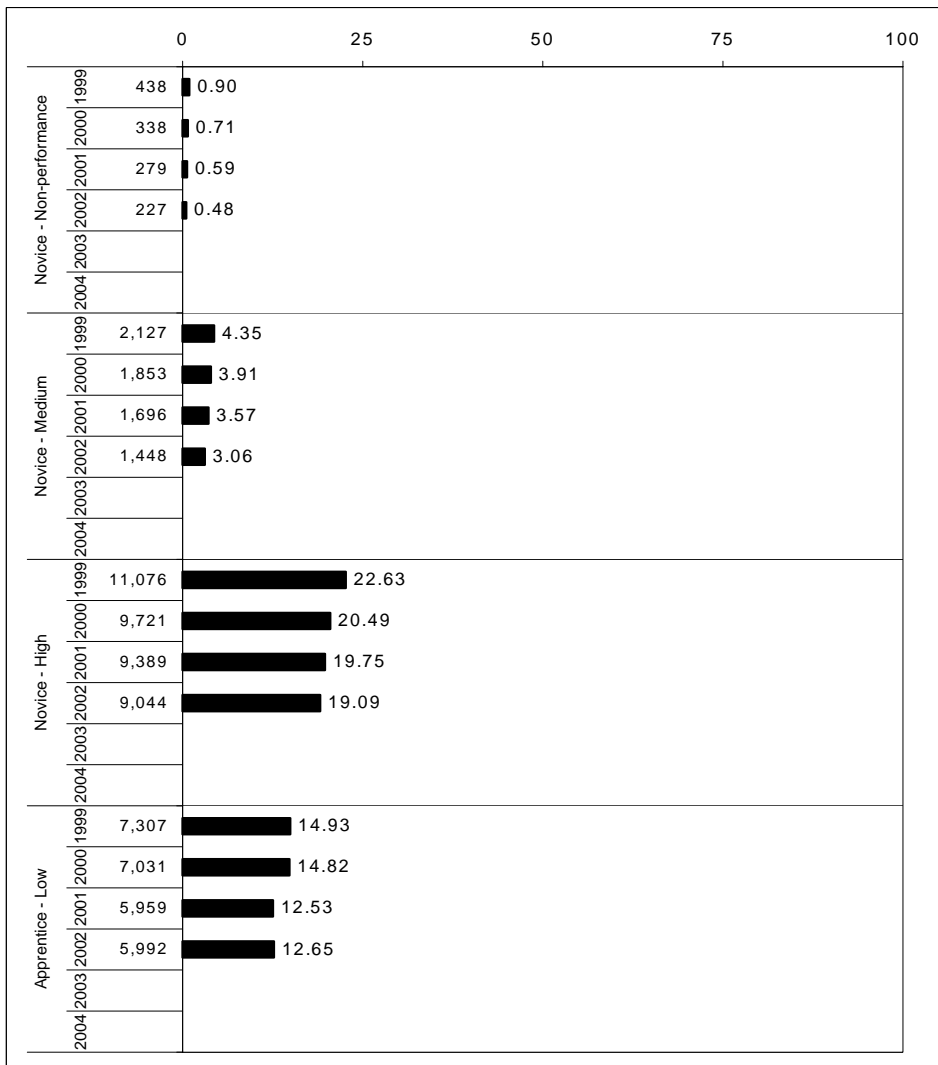
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									8,226	17%	530 (0.3)
Not Participating									40,630	83%	497 (0.2)
Gap Participating vs Non-Participating									33*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									22,205	45%	491 (0.2)
Not Approved (includes not coded)									26,651	55%	512 (0.2)
Gap Approved vs Not Approved									-21*		
Disability Status											
Students without Disabilities (includes not coded)									43,093	88%	506 (0.1)
Students with Disabilities									5,763	12%	472 (0.5)
Tested with Accommodations									4,117	8%	471 (0.6)
Tested without Accommodations									1,646	3%	473 (1.1)
Gap With vs Without									-34*		
Alternate Portfolio									410	1%	
Exemptions (On-Demand)											
Medical									146		
LEP									206		
Other									13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 08

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Government & Civics	48	2.3	2.3						♦			
Culture & Society	25	2.5	2.5						♦			
Economics	16	2.4	2.4						♦			
Geography	24	2.3	2.3						♦			
History	61	2.3	2.3						♦			
District: Top				****	The sub-domain data are based on items of the Kentucky Core Content							
State: Bottom					Test. Had this been readministered a number of times, the sub-domain							
					scores reported would have varied somewhat. The line extending on							
					either side of the diamond indicates this expected variation.							

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 08

OPEN RESPONSE	No. Items	STATE										STATE								School -State Mean
		No. Observations	Percents							Std. Err.	No. Observations	Percents						Mean		
			B	0	1	2	3	4	Mean			B	0	1	2	3	4			
1.x.x - Government & Civics	10	77,741	1	5	17	41	28	8	2.2											
1.1.x - People Form Governments	3	23,418	1	7	19	39	27	7	2.1											
1.2.x - Limited and Shared Power	0	0																		
1.3.x - Citizen:Rights/Responsib.	7	54,323	1	4	16	42	29	8	2.2											
2.x.x - Culture & Society	6	46,831	1	5	17	41	29	8	2.2											
2.1.x - Culture is a System	2	15,465	1	7	18	40	26	8	2.1											
2.2.x - Cultures Address Needs	2	15,465	1	7	21	37	26	9	2.1											
2.3.x - Social Institutions	2	15,890	1	3	16	45	28	6	2.2											
2.4.x - Social Interactions	2	15,685	1	1	10	42	37	9	2.4											
3.x.x - Economics	4	30,938	1	3	16	41	31	8	2.2											
3.1.x - Economic Problem:Scarcity	2	15,453	0	2	11	42	36	9	2.4											
3.2.x - Economic Sys./Institutions	0	0																		
3.3.x - Market/Goods/Services	1	7,749	0	4	19	39	31	7	2.2											
3.4.x - Produce/Distribute/Consume	1	7,736	1	3	26	41	23	6	2.0											
4.x.x - Geography	6	46,447	1	4	14	44	28	8	2.2											
4.1.x - Earth's Surface Patterns	3	23,218	1	5	16	45	26	7	2.1											
4.2.x - Human/Phys. Char./Regions	4	30,958	1	5	15	44	28	8	2.2											
4.3.x - Humans/Move ... Interact	1	7,749	1	5	16	46	26	6	2.1											
4.4.x - Human/Environ. Interaction	1	7,740	1	2	12	40	33	11	2.4											
5.x.x - History	14	108,726	1	5	16	40	31	8	2.2											
5.1.x - History/Interpretive	6	46,819	1	5	17	40	29	8	2.2											
5.2.x - History of United States	8	62,287	1	5	18	40	28	8	2.1											
5.3.x - World History	4	30,963	1	3	12	41	34	9	2.3											



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 08

MULTIPLE CHOICE	No.	STATE						STATE						School -State
		No.	Percents				Std.	No.	Percents					
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult			
1.x.x - Government & Civics	38	334,329	66	34	0	0.66								
1.1.x - People Form Governments	18	163,302	67	33	0	0.67								
1.2.x - Limited and Shared Power	10	85,326	63	37	0	0.63								
1.3.x - Citizen:Rights/Responsib.	17	155,749	69	31	0	0.69								
2.x.x - Culture & Society	19	178,765	74	26	0	0.74								
2.1.x - Culture is a System	3	31,379	81	19	0	0.81								
2.2.x - Cultures Address Needs	6	62,088	80	20	0	0.80								
2.3.x - Social Institutions	3	23,177	57	43	0	0.57								
2.4.x - Social Interactions	7	62,121	69	31	0	0.69								
3.x.x - Economics	12	108,715	69	31	0	0.69								
3.1.x - Economic Problem:Scarcity	2	15,478	66	34	0	0.66								
3.2.x - Economic Sys./Institutions	3	23,214	67	33	0	0.67								
3.3.x - Market/Goods/Services	4	46,807	76	24	0	0.76								
3.4.x - Produce/Distribute/Consume	3	23,216	61	39	0	0.61								
4.x.x - Geography	18	178,747	69	31	0	0.69								
4.1.x - Earth's Surface Patterns	3	23,213	65	35	0	0.65								
4.2.x - Human/Phys. Char./Regions	6	54,552	60	40	0	0.60								
4.3.x - Humans/Move ... Interact	8	69,873	69	31	0	0.69								
4.4.x - Human/Environ. Interaction	10	109,091	69	31	0	0.69								
5.x.x - History	47	435,483	65	35	0	0.65								
5.1.x - History/Interpretive	13	124,233	59	41	0	0.59								
5.2.x - History of United States	27	248,748	67	33	0	0.67								
5.3.x - World History	18	155,565	62	38	0	0.62								



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	686	1%	(1%)	10,656	23%	(23%)	26,734	57%	(57%)	8,256	18%	(18%)	625	1%	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	647	1%	(1%)	3,849	8%	(8%)	32,440	69%	(69%)	9,345	20%	(20%)	676	1%	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1,025	2%	(2%)	1,801	4%	(4%)	9,930	21%	(21%)	33,493	71%	(71%)	708	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	779	2%	(2%)	5,991	13%	(13%)	3,974	8%	(8%)	12,523	27%	(27%)	23,115	49%	(49%)
40 do you work on worksheets	1,075	2%	(2%)	7,376	16%	(16%)	6,850	15%	(15%)	17,319	37%	(37%)	13,765	29%	(29%)
41 do you use materials other than a textbook or worksheets	4,756	10%	(10%)	16,863	36%	(36%)	10,339	22%	(22%)	9,562	20%	(20%)	4,838	10%	(10%)
42 do you work with other students in pairs, small groups or teams	3,911	8%	(8%)	20,143	43%	(43%)	9,630	21%	(21%)	8,782	19%	(19%)	3,878	8%	(8%)
43 do you discuss current issues or topics	1,780	4%	(4%)	8,138	17%	(17%)	8,487	18%	(18%)	13,062	28%	(28%)	14,825	32%	(32%)
44 is instruction organized around essential questions	2,573	5%	(5%)	8,174	17%	(17%)	8,980	19%	(19%)	14,079	30%	(30%)	12,269	26%	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	11,839	25%	(25%)	15,688	33%	(33%)	6,621	14%	(14%)	6,492	14%	(14%)	5,592	12%	(12%)
46 do you answer open-response items	2,901	6%	(6%)	21,576	46%	(46%)	10,062	21%	(21%)	7,742	16%	(16%)	4,072	9%	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

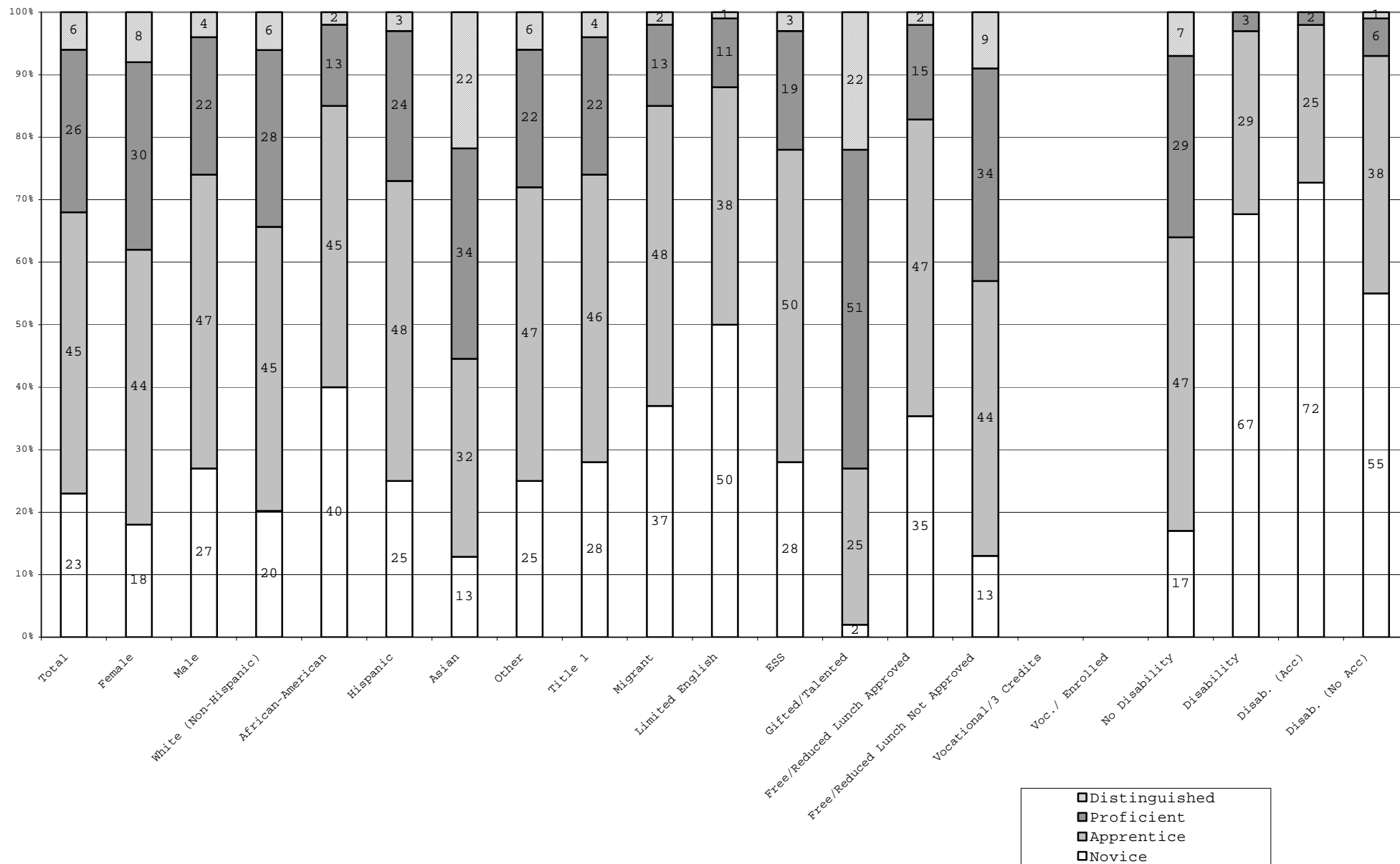
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 104

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 08

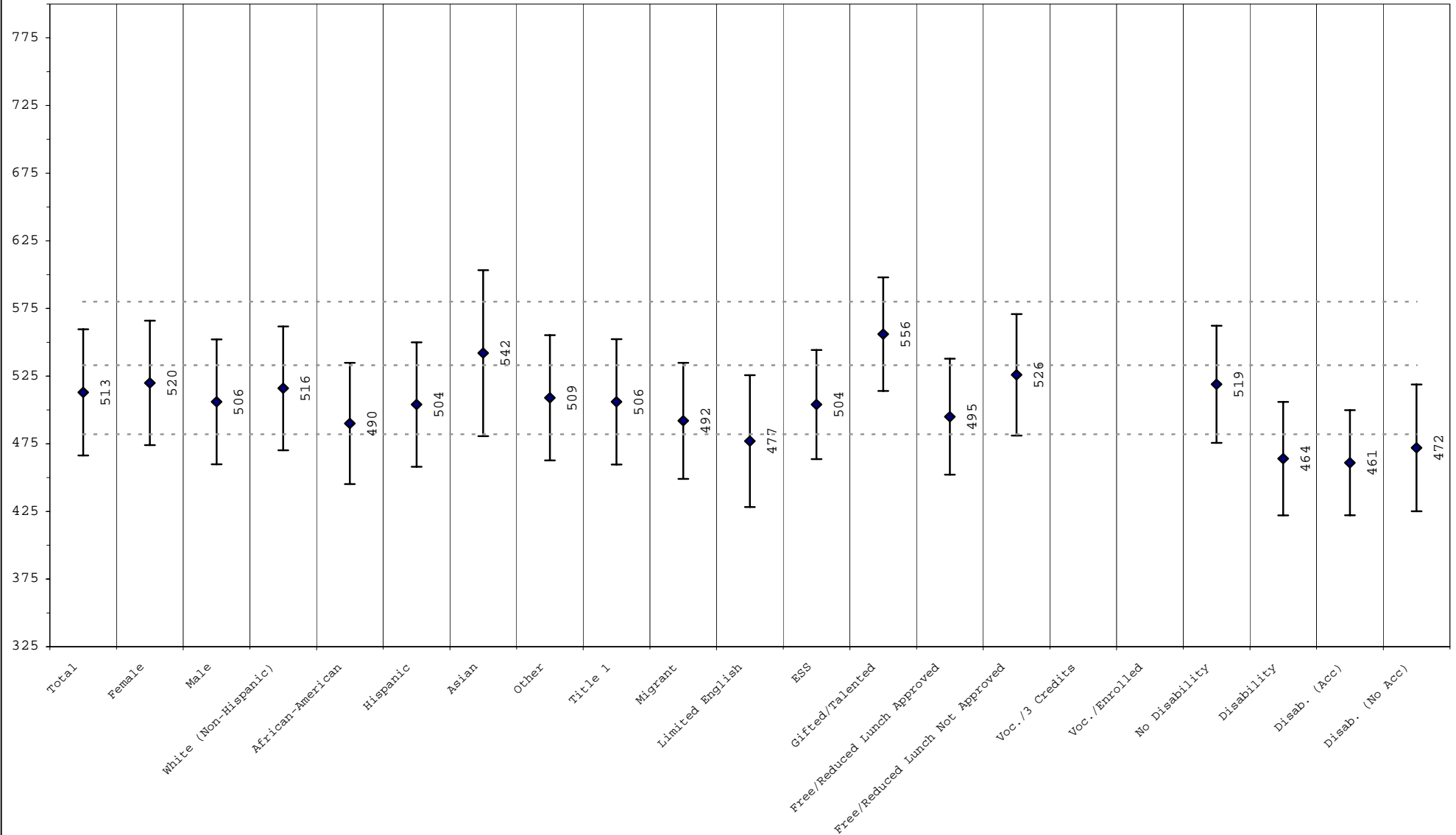


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										46,957		513 (0.2)
Gender:												
Female										22,893	49%	520 (0.3)
Male										24,042	51%	506 (0.3)
Gap Female vs Male												14*
Ethnicity												
White (Non-Hispanic)										40,780	87%	516 (0.2)
African-American										4,723	10%	490 (0.7)
Hispanic										453	1%	504 (2.2)
Asian										311	1%	542 (3.5)
Other										547	1%	509 (2.0)
Gap White vs African American												26*
Gap White vs Hispanic												12*
Gap White vs Asian												-26*
Gap White vs Other												7*
Title I												
Participating Students										21,583	46%	506 (0.3)
Not Participating										25,374	54%	519 (0.3)
Gap Participating vs Non-Participating												-13*
Migrant Program												
Participating Students										449	1%	492 (2.0)
Not Participating										46,508	99%	513 (0.2)
Gap Participating vs Non-Participating												-21*
Limited English Proficiency												
Participating Students										118		477 (4.5)
Not Participating										46,839	100%	513 (0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students										7,703	16%	504 (0.5)
Not Participating										39,254	84%	515 (0.2)
Gap Participating vs Non-Participating												-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 08

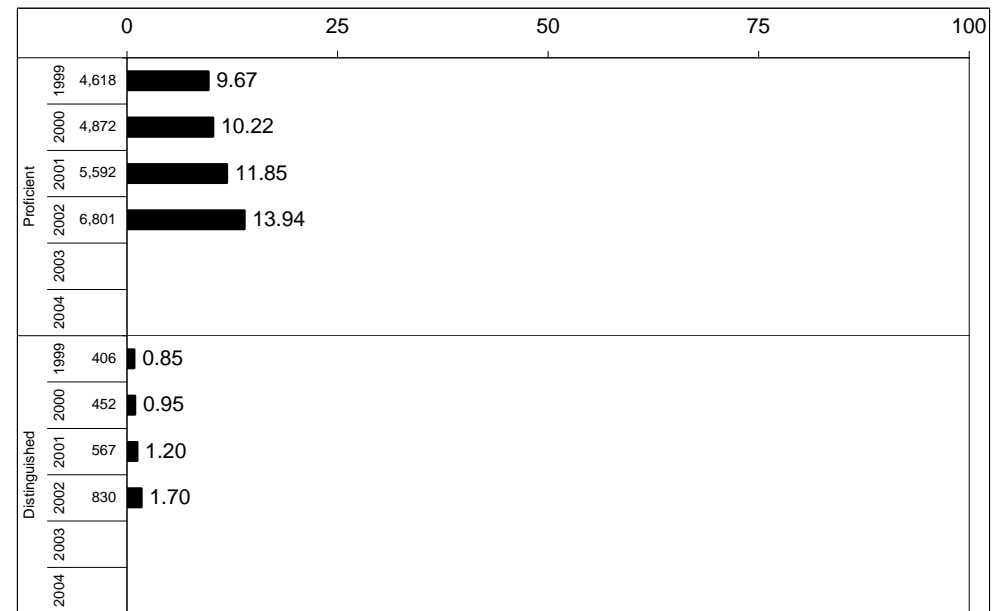
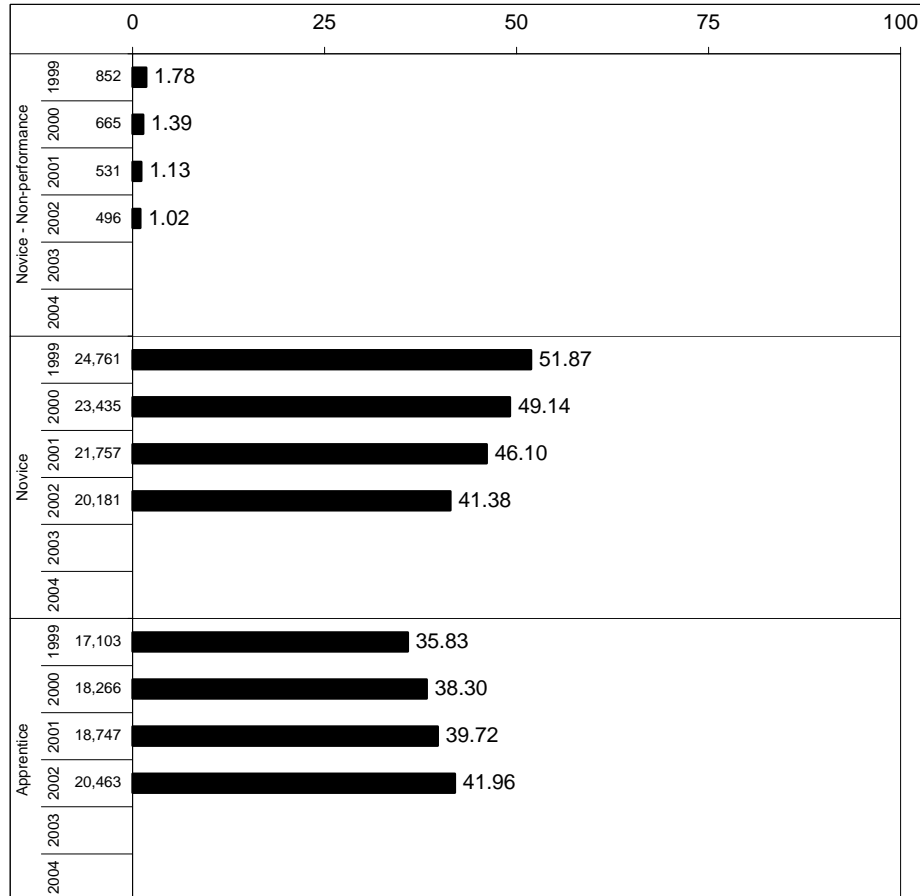
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									8,093	17%	556 (0.5)
Not Participating									38,864	83%	504 (0.2)
Gap Participating vs Non-Participating									52*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									20,016	43%	495 (0.3)
Not Approved (includes not coded)									26,941	57%	526 (0.3)
Gap Approved vs Not Approved									-31*		
Disability Status											
Students without Disabilities (includes not coded)									41,500	88%	519 (0.2)
Students with Disabilities									5,457	12%	464 (0.6)
Tested with Accommodations									3,701	8%	461 (0.6)
Tested without Accommodations									1,756	4%	472 (1.1)
Gap With vs Without									-55*		
Alternate Portfolio									410	1%	
Exemptions (On-Demand)											
Medical									139		
LEP									186		
Other									4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 07

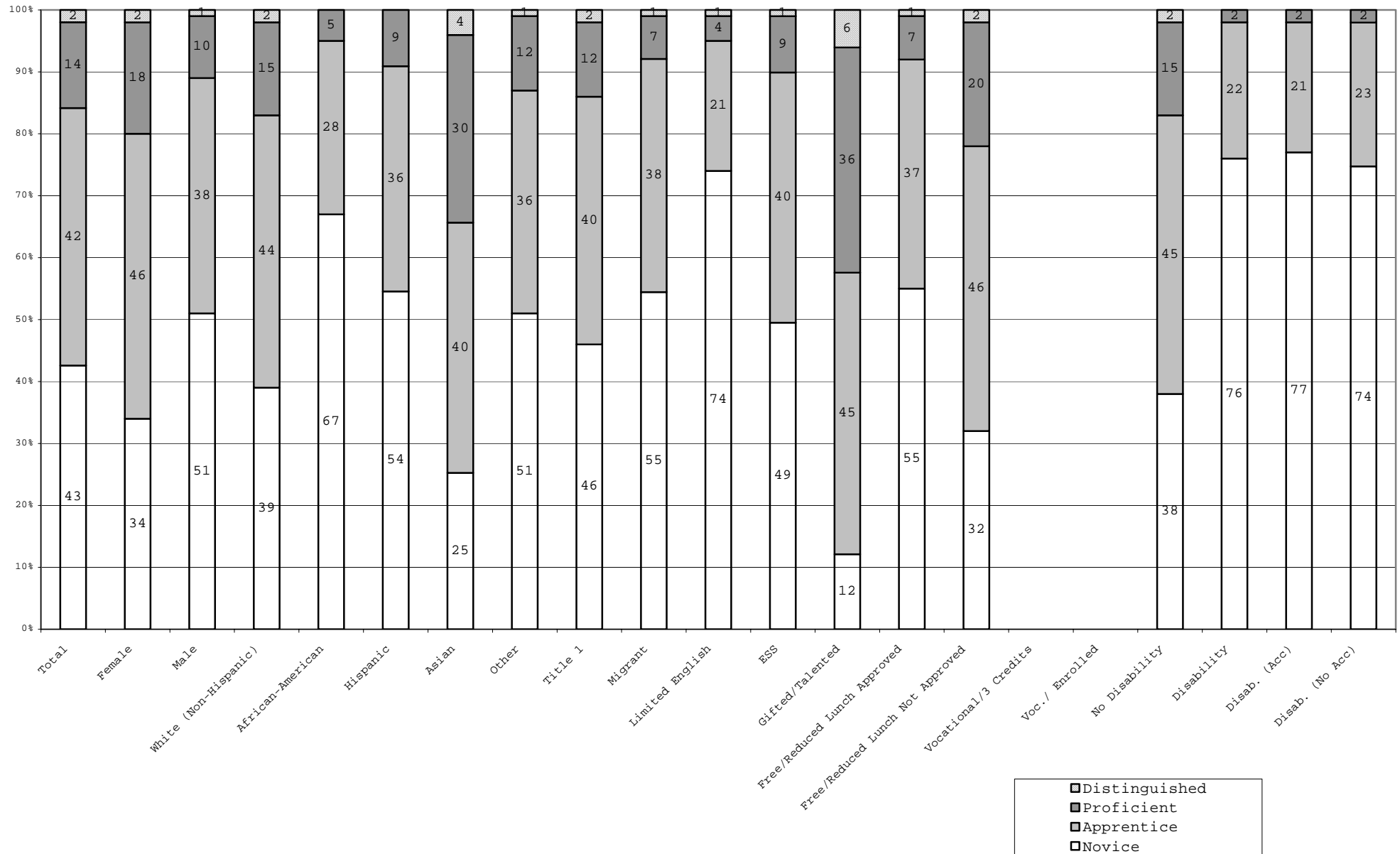


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: STATE
 Code: 999
 Grade: 07

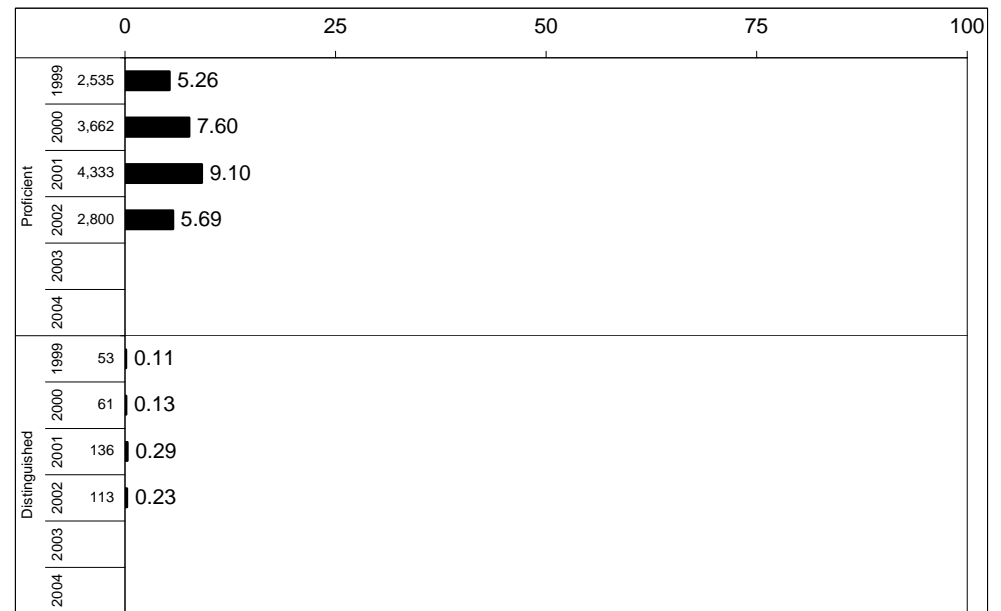
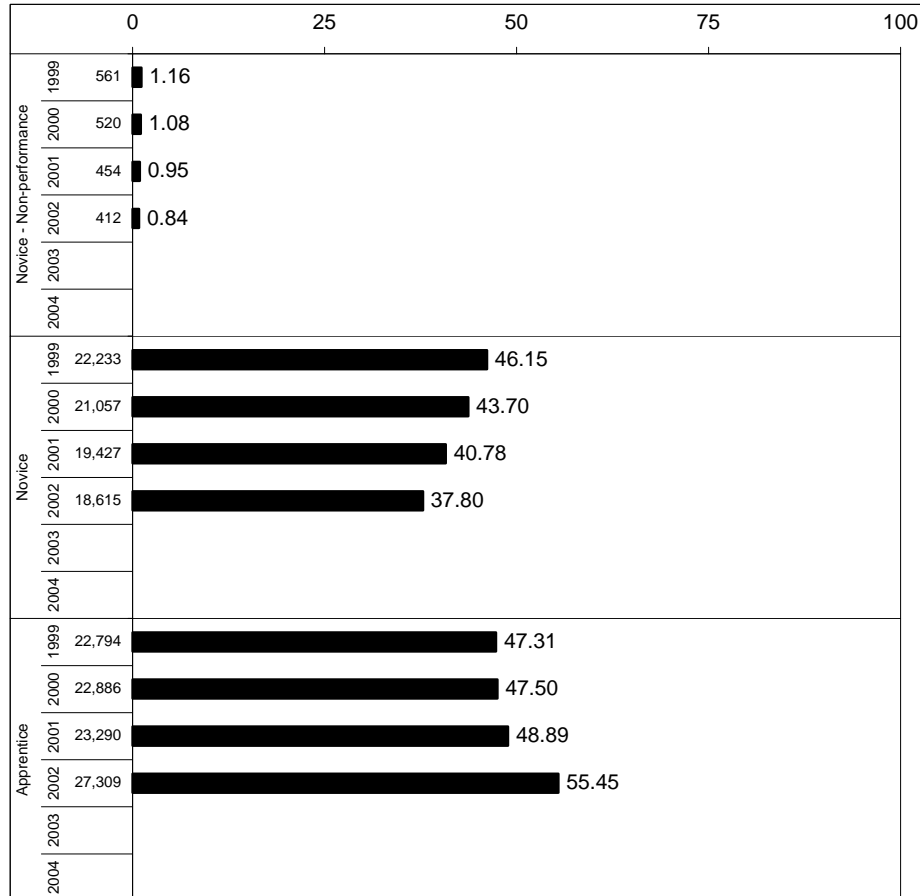
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							48,361	
Gender:								
Female							23,415	48
Male							24,917	52
Ethnicity								
White (Non-Hispanic)							41,712	86
African-American							5,061	10
Hispanic							439	1
Asian							317	1
Other							596	1
Title I							22,622	47
Migrant Program							541	1
Limited English Proficiency							118	
Extended School Services							9,942	21
Gifted and Talented Program							8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							21,952	45
Not Approved (includes not coded)							26,409	55
Disability Status								
Students without Disabilities (includes not coded)							42,667	88
Students with Disabilities							5,694	12
Tested with Accommodations							4,069	8
Tested without Accommodations							1,625	3
Alternate Portfolio							410	1%
Exemptions (Portfolio)								
Medical							53	
LEP							207	
Other							574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

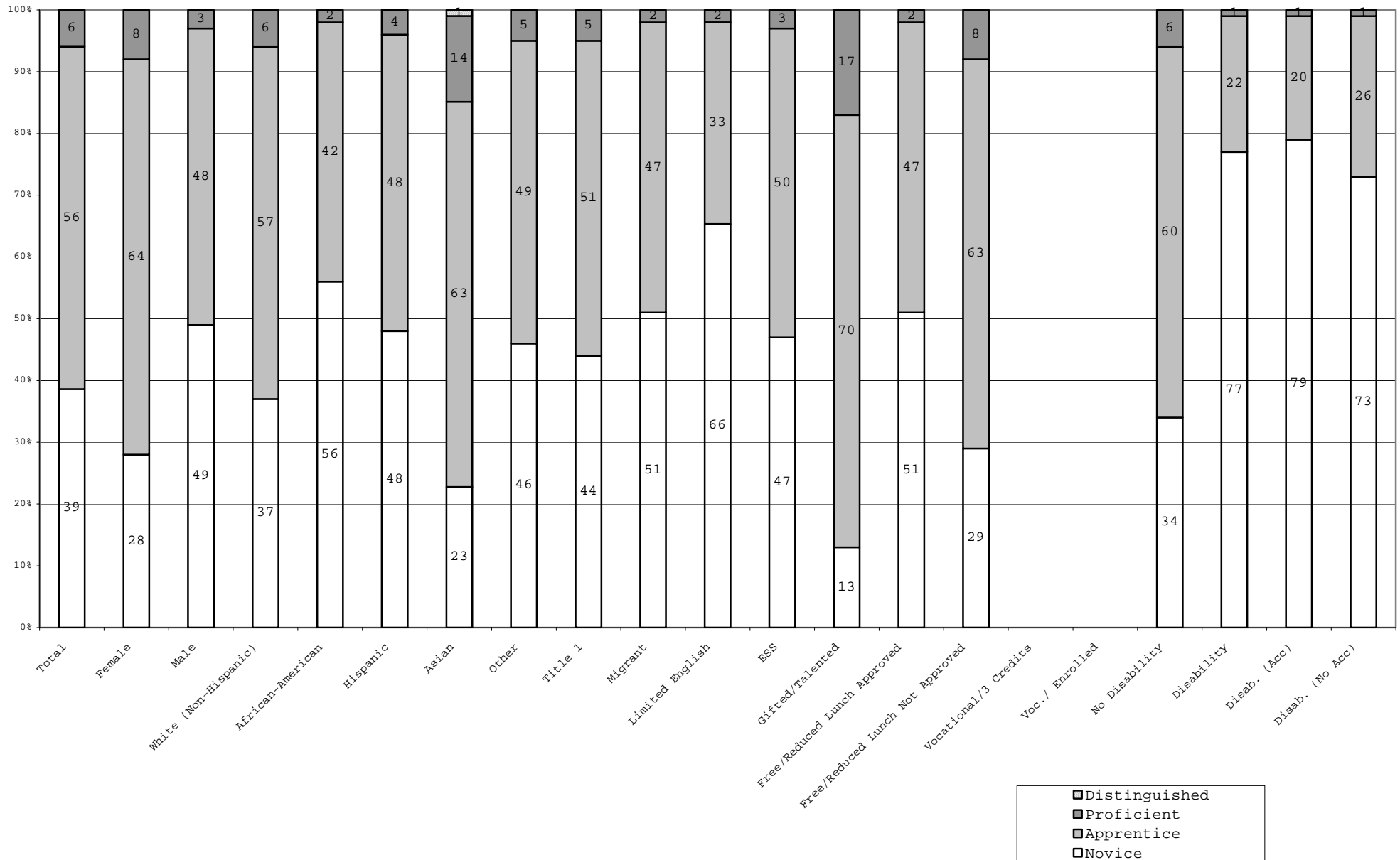
District: STATE
 Code: 999
 Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: STATE
 Code: 999
 Grade: 07

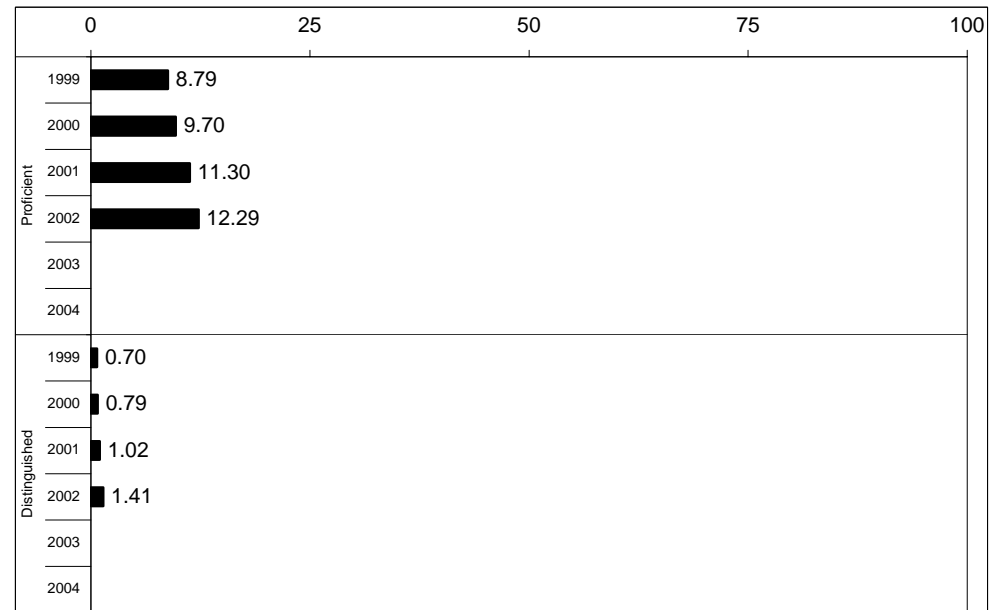
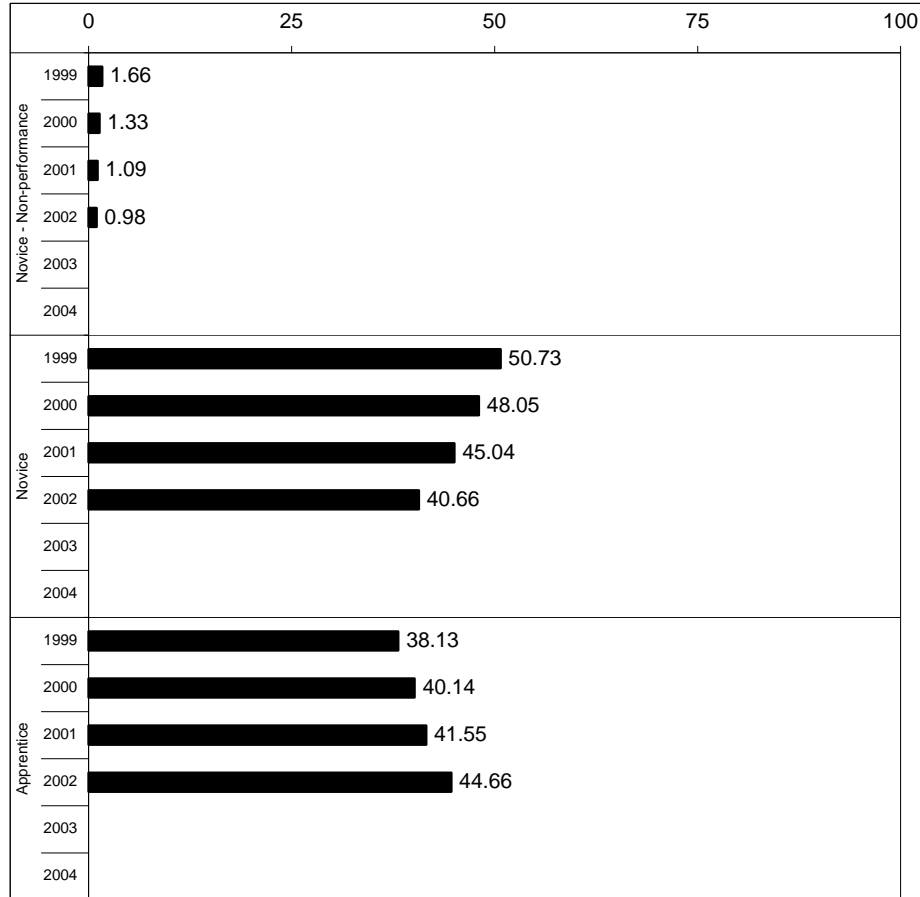
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							48,856	
Gender:								
Female							23,609	48%
Male							25,213	52%
Ethnicity								
White (Non-Hispanic)							42,088	86%
African-American							5,129	10%
Hispanic							449	1%
Asian							327	1%
Other							615	1%
Title I							22,844	47%
Migrant Program							554	1%
Limited English Proficiency							119	
Extended School Services							9,973	20%
Gifted and Talented Program							8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							22,205	45%
Not Approved (includes not coded)							26,651	55%
Disability Status								
Students without Disabilities (includes not coded)							43,093	88%
Students with Disabilities							5,763	12%
Tested with Accommodations							4,117	8%
Tested without Accommodations							1,646	3%
Alternate Portfolio							410	1%
Exemptions (On-Demand)								
Medical							146	
LEP							206	
Other							13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: STATE
 Code: 999
 Grade: 07





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 07

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		263	1%	(1%)	1,110	2%	(2%)	28,481	58%	(58%)	14,880	30%	(30%)	4,105	8%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		384	1%	(1%)	774	2%	(2%)	7,407	15%	(15%)	36,126	74%	(74%)	4,148	8%	(8%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example,letter,article,editorial) asked for on the On-Demand section of this test		1,501	3%	(3%)	22,885	47%	(47%)	7,910	16%	(16%)	8,533	17%	(17%)	3,725	8%	(8%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		38,698	79%	(79%)	5,729	12%	(12%)	4,412	9%	(9%)						

Legend: Number of students is listed first. **Bold** = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

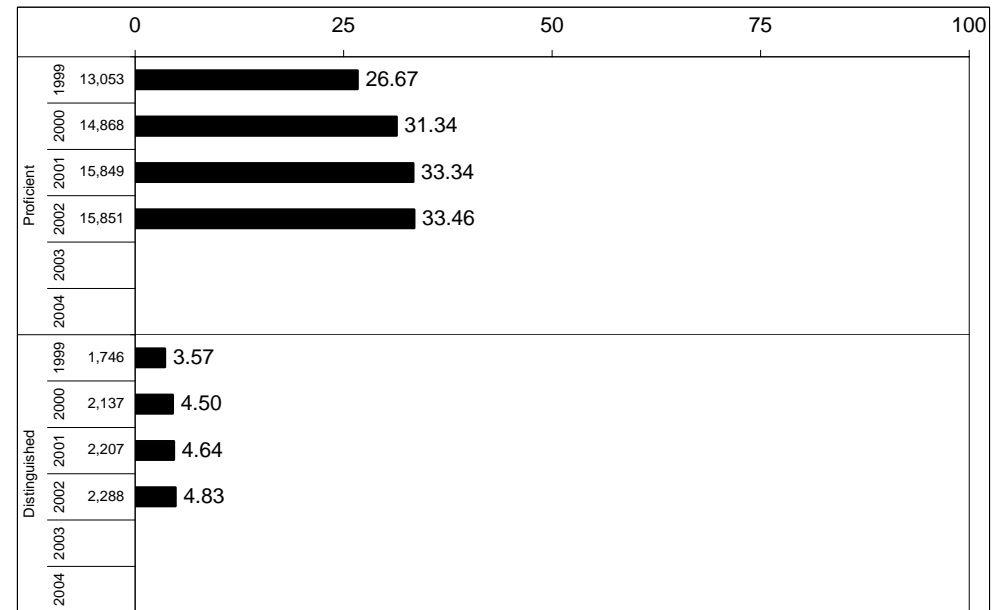
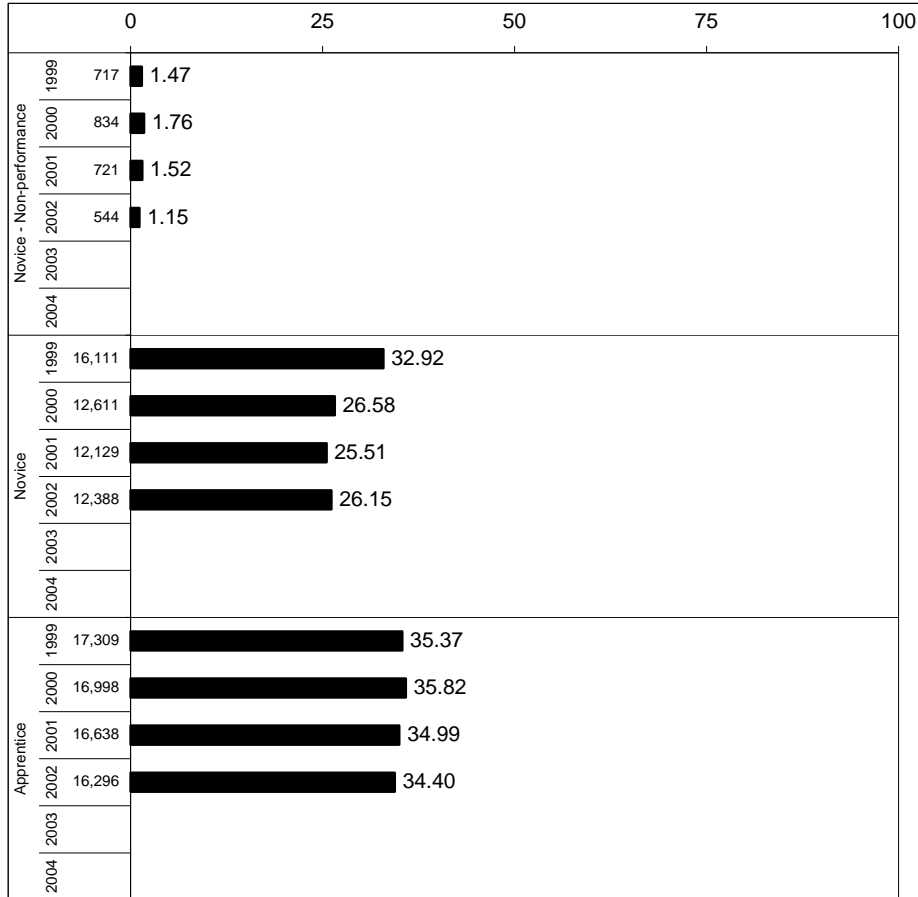


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: STATE

Code: 999

Grade: 08

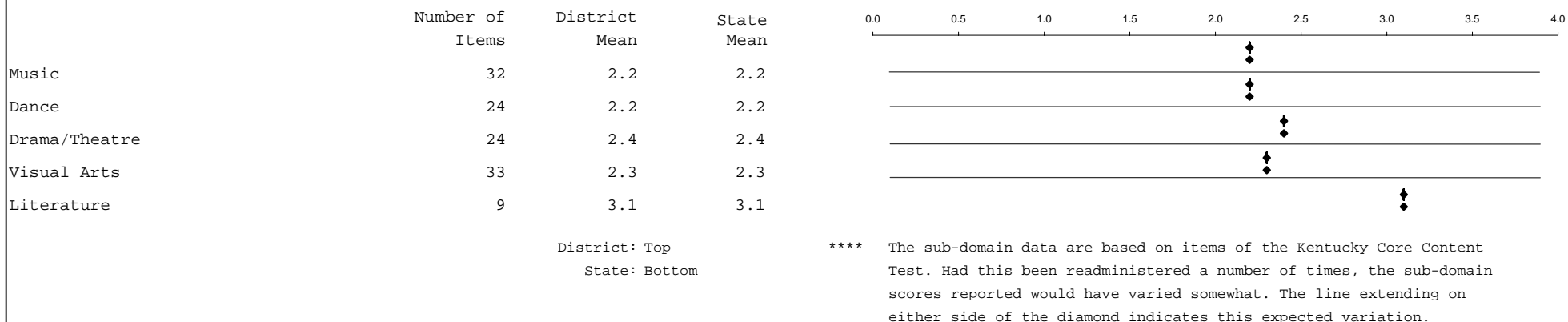




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: STATE
Code: 999
Grade: 08

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 08

OPEN RESPONSE	No. Items	No. Observations	STATE							Std. Err.		STATE							School -State Mean
			Percents						Mean			No. Observations	Percents							Mean
	B	0	1	2	3	4	B	0		1	2		3	4					
1.x.x - Music	7	27,245	1	4	18	41	28	8	2.2										
2.x.x - Dance	5	19,562	1	8	20	40	25	6	2.0										
3.x.x - Drama/Theatre	5	19,332	1	4	17	43	27	8	2.2										
4.x.x - Visual Arts	8	30,940	1	5	22	43	24	6	2.0										
5.x.x - Literature	0	0																	
MULTIPLE CHOICE			<u>Correct</u> <u>Incorrect</u> <u>Omit/Mult</u>									<u>Correct</u> <u>Incorrect</u> <u>Omit/Mult</u>							
	25	97,091	57		43		0	0.57											
	19	73,915	65		36		0	0.64											
	19	73,919	70		30		0	0.70											
	25	97,125	68		32		0	0.68											
	9	34,818	77		23		0	0.77											

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 08

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	3,069	7% (7%)	20,753	44% (44%)	17,781	38% (38%)	4,731	10% (10%)	623 1% (1%)
	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
17 How well do you think you did on this test	1,509	3% (3%)	7,418	16% (16%)	29,995	64% (64%)	7,322	16% (16%)	713 2% (2%)
	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
18 How hard did you try on this test	911	2% (2%)	2,152	5% (5%)	9,382	20% (20%)	33,823	72% (72%)	689 1% (1%)
	<u>No Time</u>	<u>Less Than 1 Hour</u>	<u>1-2 Hours</u>	<u>3-4 Hours</u>	<u>More Than 4 Hours</u>	<u>Invalid Response</u>			
19 During a typical school week, how much class time do you spend on arts and humanities	5,800 12% (12%)	15,338 33% (33%)	12,610 27% (27%)	6,062 13% (13%)	6,514 14% (14%)	633	1% (1%)		
	<u>Never</u>	<u>Sometimes but not every Week</u>	<u>Once a Week</u>	<u>Two or Three times a Week</u>	<u>Four or Five times a Week</u>	<u>Invalid Response</u>			
20 How often do you complete written assignments about arts and humanities	9,056 19% (19%)	19,568 42% (42%)	7,325 16% (16%)	6,902 15% (15%)	3,480 7% (7%)	626	1% (1%)		
	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	31,279	67% (67%)	14,131	30% (30%)	1,547	3% (3%)			

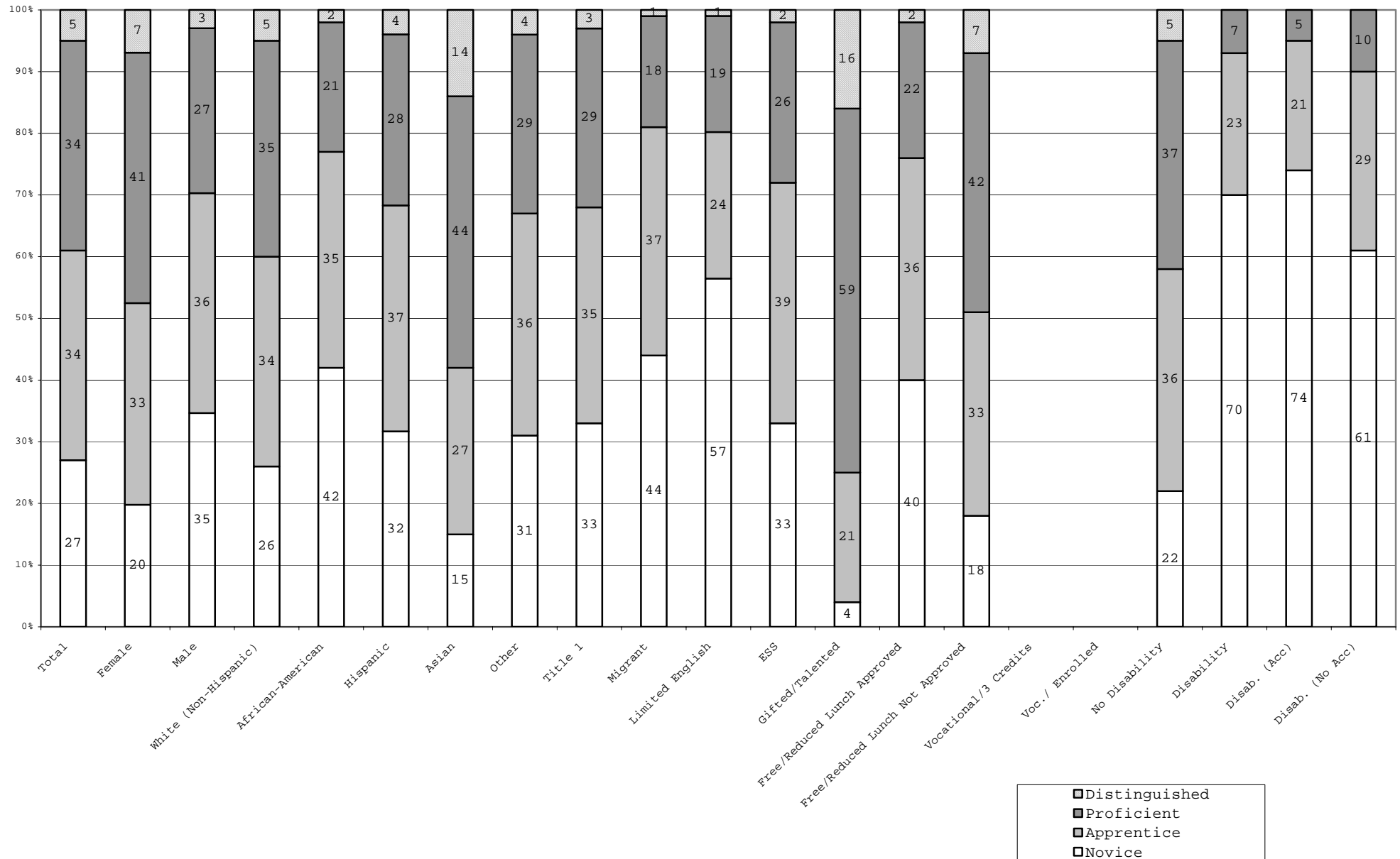
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 08

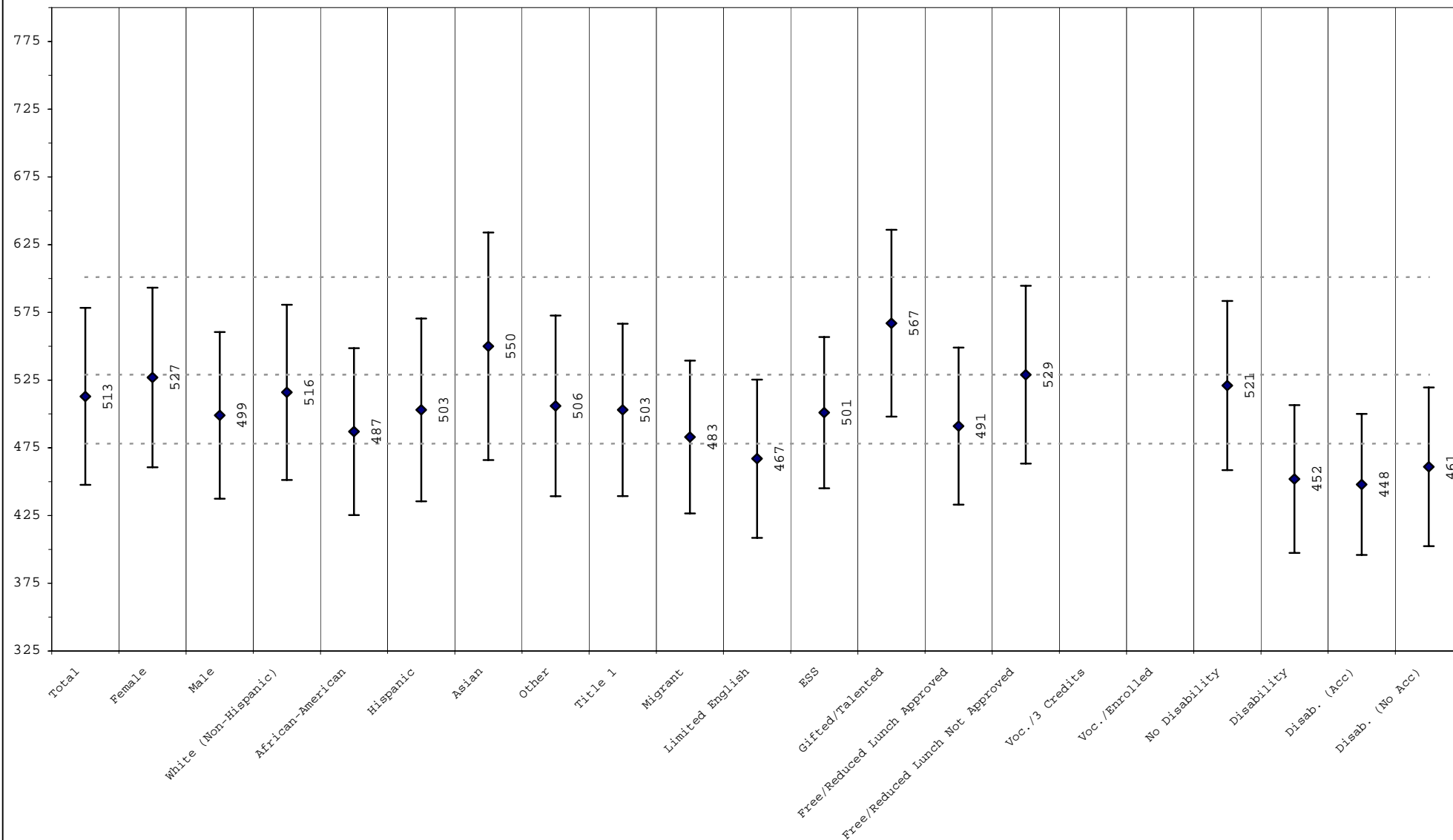


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										46,957		513 (0.3)
Gender:												
Female										22,893	49%	527 (0.4)
Male										24,042	51%	499 (0.4)
Gap Female vs Male												28*
Ethnicity												
White (Non-Hispanic)										40,780	87%	516 (0.3)
African-American										4,723	10%	487 (0.9)
Hispanic										453	1%	503 (3.2)
Asian										311	1%	550 (4.8)
Other										547	1%	506 (2.9)
Gap White vs African American												29*
Gap White vs Hispanic												13*
Gap White vs Asian												-34*
Gap White vs Other												10*
Title I												
Participating Students										21,583	46%	503 (0.4)
Not Participating										25,374	54%	521 (0.4)
Gap Participating vs Non-Participating												-18*
Migrant Program												
Participating Students										449	1%	483 (2.7)
Not Participating										46,508	99%	513 (0.3)
Gap Participating vs Non-Participating												-30*
Limited English Proficiency												
Participating Students										118		467 (5.4)
Not Participating										46,839	100%	513 (0.3)
Gap Participating vs Non-Participating												-46*
Extended School Services												
Participating Students										7,703	16%	501 (0.6)
Not Participating										39,254	84%	515 (0.3)
Gap Participating vs Non-Participating												-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 08

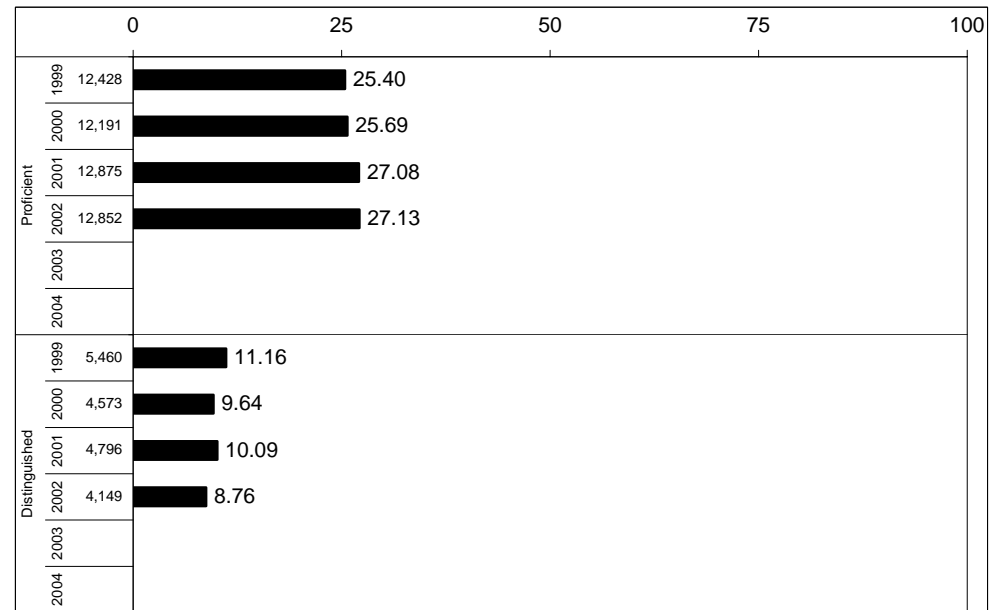
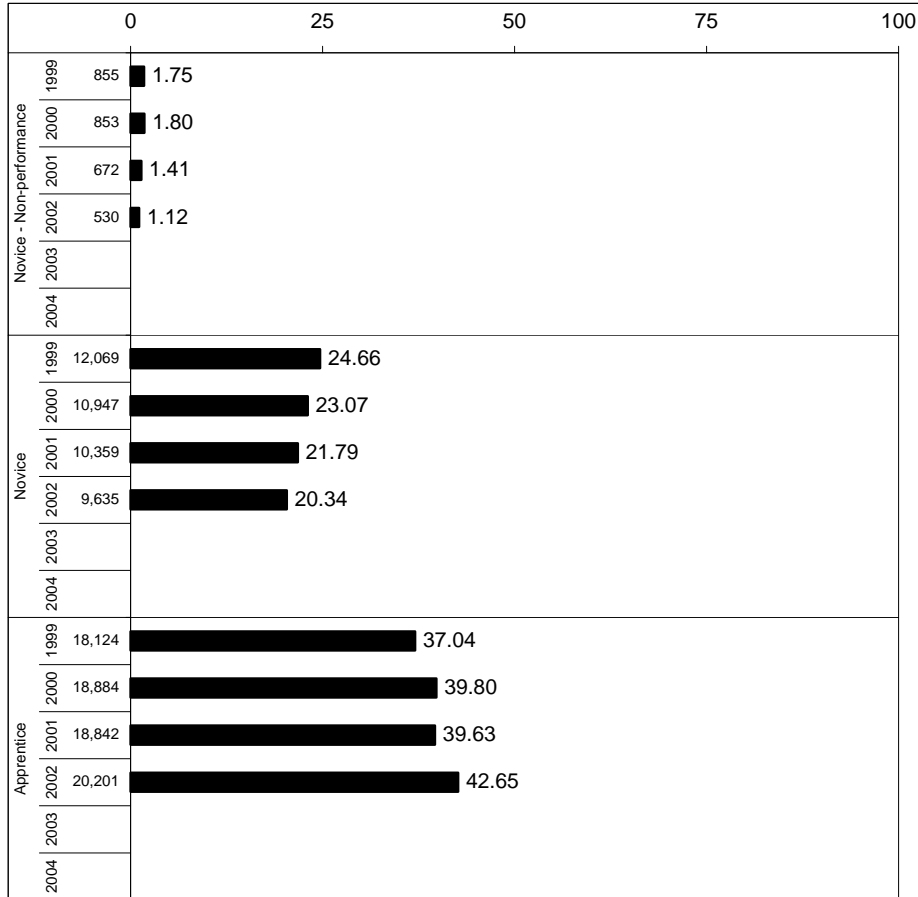
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									8,093	17%	567 (0.8)
Not Participating									38,864	83%	501 (0.3)
Gap Participating vs Non-Participating									66*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									20,016	43%	491 (0.4)
Not Approved (includes not coded)									26,941	57%	529 (0.4)
Gap Approved vs Not Approved									-38*		
Disability Status											
Students without Disabilities (includes not coded)									41,500	88%	521 (0.3)
Students with Disabilities									5,457	12%	452 (0.7)
Tested with Accommodations									3,701	8%	448 (0.9)
Tested without Accommodations									1,756	4%	461 (1.4)
Gap With vs Without									-69*		
Alternate Portfolio									410	1%	
Exemptions (On-Demand)											
Medical									139		
LEP									186		
Other									4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 08





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	47	2.3	2.3						♦			
Physical Education	24	2.3	2.3						♦			
Consumerism	17	2.3	2.3						♦			
Jobs/Careers	37	2.4	2.4						♦			

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: STATE
 Code: 999
 Grade: 08

	No. Items	No. Observations	STATE Percents							Std. Err.		No. Observations	STATE Percents							School -State Mean
			B	0	1	2	3	4	Mean				B	0	1	2	3	4	Mean	
OPEN RESPONSE																				
PRACTICAL LIVING																				
1.x.x - Health	9	34,811	1	4	18	41	28	8	2.2											
2.x.x - Physical Education	5	19,548	1	5	22	39	26	8	2.1											
3.x.x - Consumerism	4	15,433	1	4	18	43	27	8	2.2											
VOCATIONAL STUDIES																				
4.x.x - Job/Career	8	31,179	1	3	18	44	27	7	2.1											
MULTIPLE CHOICE																				
PRACTICAL LIVING																				
1.x.x - Health	38	147,608	67		33		0		0.67											
2.x.x - Physical Education	19	73,887	64		36		0		0.64											
3.x.x - Consumerism	13	50,494	64		36		0		0.64											
VOCATIONAL STUDIES																				
4.x.x - Job/Career	29	112,552	68		32		0		0.67											



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 08

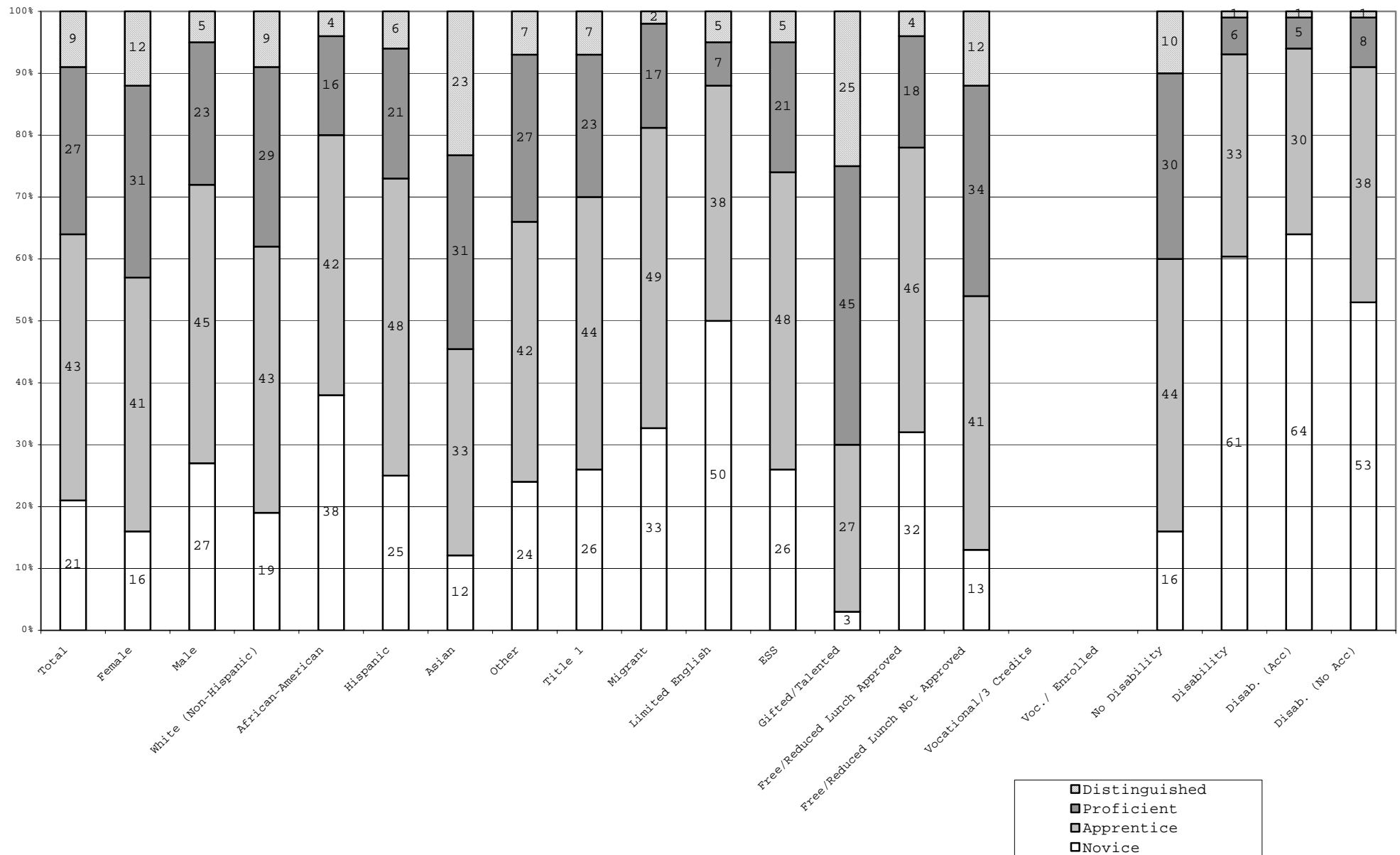
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	2,847 6% (6%)	15,958 34% (34%)	19,464 41% (41%)	6,727 14% (14%)	1,961 4% (4%)
17 How well do you think you did on this test	I Did Very Poorly 854 2% (2%)	I Did Poorly 3,035 6% (6%)	I Did Well 28,167 60% (60%)	I Did Very Well 12,807 27% (27%)	Invalid Response 2,094 4% (4%)
18 How hard did you try on this test	I Did Not Try 834 2% (2%)	I Tried a Little 1,728 4% (4%)	I Tried a Lot 8,358 18% (18%)	I Tried Very Hard 33,992 72% (72%)	Invalid Response 2,045 4% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 08

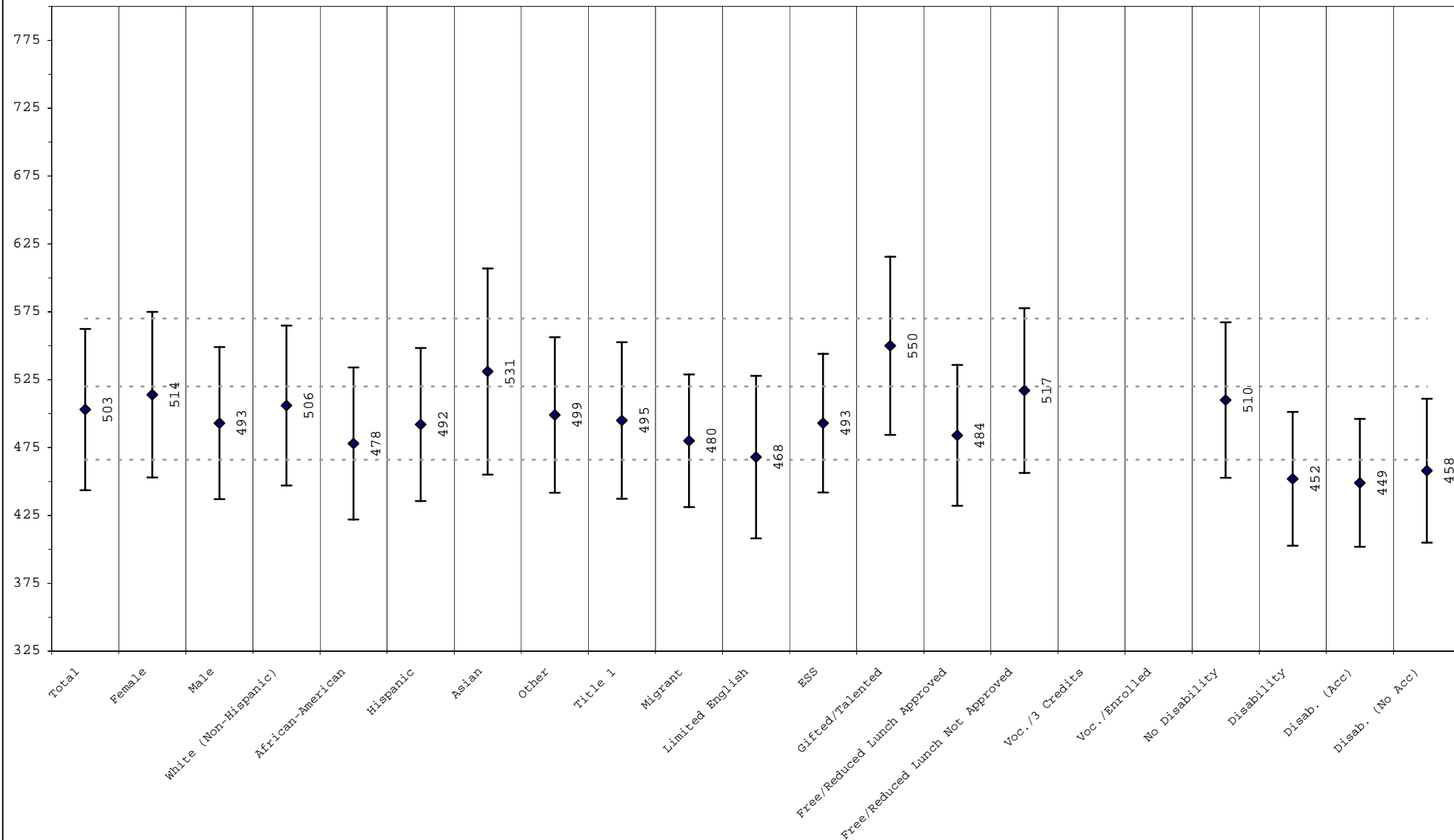


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: STATE
 Code: 999
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: STATE
 Code: 999
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										46,957		503 (0.3)
Gender:												
Female										22,893	49%	514 (0.4)
Male										24,042	51%	493 (0.4)
Gap Female vs Male												21*
Ethnicity												
White (Non-Hispanic)										40,780	87%	506 (0.3)
African-American										4,723	10%	478 (0.8)
Hispanic										453	1%	492 (2.6)
Asian										311	1%	531 (4.3)
Other										547	1%	499 (2.4)
Gap White vs African American												28*
Gap White vs Hispanic												14*
Gap White vs Asian												-25*
Gap White vs Other												7*
Title I												
Participating Students										21,583	46%	495 (0.4)
Not Participating										25,374	54%	510 (0.4)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students										449	1%	480 (2.3)
Not Participating										46,508	99%	503 (0.3)
Gap Participating vs Non-Participating												-23*
Limited English Proficiency												
Participating Students										118		468 (5.5)
Not Participating										46,839	100%	503 (0.3)
Gap Participating vs Non-Participating												-35*
Extended School Services												
Participating Students										7,703	16%	493 (0.6)
Not Participating										39,254	84%	505 (0.3)
Gap Participating vs Non-Participating												-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: STATE
 Code: 999
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										8,093	17%	550 (0.7)
Not Participating										38,864	83%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>												56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										20,016	43%	484 (0.4)
Not Approved (includes not coded)										26,941	57%	517 (0.4)
<i>Gap Approved vs Not Approved</i>												-33*
Disability Status												
Students without Disabilities (includes not coded)										41,500	88%	510 (0.3)
Students with Disabilities										5,457	12%	452 (0.7)
Tested with Accommodations										3,701	8%	449 (0.8)
Tested without Accommodations										1,756	4%	458 (1.3)
<i>Gap With vs Without</i>												-58*
Alternate Portfolio										410	1%	
Exemptions (On-Demand)												
Medical										139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: STATE
 Code: 999
 Grade: 06

NRT Accountability Data by Year

Grade 6

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	47557	160	0.3	11157	23.5	12778	26.9	11976	25.2	11486	24.2
2000	46860	156	0.3	10314	22.0	12833	27.4	11245	24.0	12312	26.3
2001	48668	206	0.4	10531	21.6	13163	27.0	11932	24.5	12836	26.4
2002	49861	150	0.3	10363	20.8	13655	27.4	12312	24.7	13381	26.8
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: STATE
 Code: 999
 Grade: 06

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	49,861		52.3	54	50.4	51	51.2	52	51.4	53	21%	27%	25%	27%
Gender:														
Female	24,043	48%	54.4	58	53.1	56	52	54	53.5	57	17%	28%	26%	29%
Male	25,668	51%	50.4	51	47.9	46	50.5	51	49.5	49	25%	27%	23%	25%
(Not Coded)	150													
Ethnicity														
White (Non-Hispanic)	42,622	85%	53.8	57	51.8	54	52.8	55	53	56	18%	27%	26%	29%
African-American	5,252	11%	40.6	33	39.6	31	38	29	38.1	29	42%	33%	17%	8%
Hispanic	504	1%	47.9	46	47.2	45	47.8	46	47.3	45	25%	31%	26%	17%
Asian	284	1%	56.1	62	58.7	66	63.9	75	61	70	14%	18%	23%	45%
Other	653	1%	49.2	49	48.4	47	48.6	47	48.4	47	25%	28%	26%	21%
(Not Coded)	546	1%												
Served by Title I	25,697	52%	49.8	50	47.7	46	47.9	46	48.2	47	26%	30%	23%	22%
Served by Migrant Program	545	1%	44.1	39	41.7	35	43.5	38	42.3	36	34%	35%	18%	12%
Students with Limited English Proficiency	127		34.3	23	35.1	24	38.6	29	34.5	23	54%	28%	12%	6%
Served by Extended School Services	9,768	20%	45.9	42	43.7	38	43.7	38	43.8	38	31%	36%	20%	13%
Served by Gifted and Talented Program	8,343	17%	70.4	83	69.1	82	71.6	85	72.9	86	2%	7%	19%	72%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	23,383	47%	45.8	42	43.9	39	43.7	38	43.7	38	32%	33%	21%	14%
Not Approved (includes not coded)	26,478	53%	58	65	56.2	62	57.8	65	58.1	65	12%	23%	28%	38%
Disability Status														
Students without Disabilities (includes not coded)	44,205	89%	54.4	58	52.5	55	53.8	57	53.9	57	16%	28%	27%	30%
Students with Disabilities	5,656	11%	36.2	26	33.9	22	31.1	19	31.7	19	59%	26%	10%	4%
Tested with Accommodations	4,200	8%	35.5	25	32.6	21	29.4	16	30.3	18	63%	26%	8%	3%
Tested without Accommodations	1,456	3%	38.3	29	37.4	28	36.2	26	35.7	25	50%	27%	14%	9%
Alternate Portfolio	372	1%												
	Number	Exemptions:												
		On-Demand			Medical		LEP		Other					
					86		216							

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

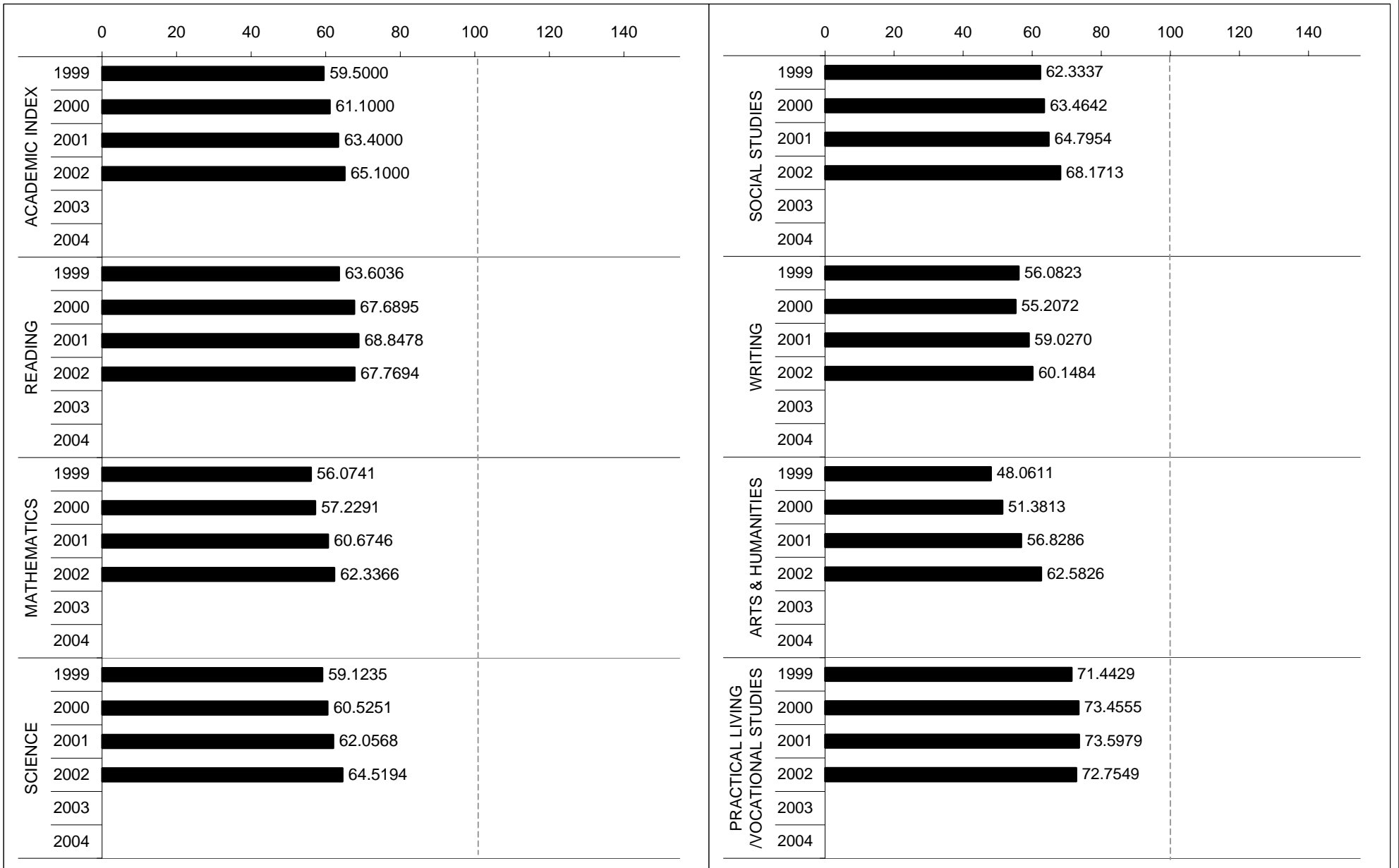


SPRING 2002
KENTUCKY PERFORMANCE REPORT
CONTENT AREA INDEX TRENDS

District: STATE

Code: 999

Grade: 10/12

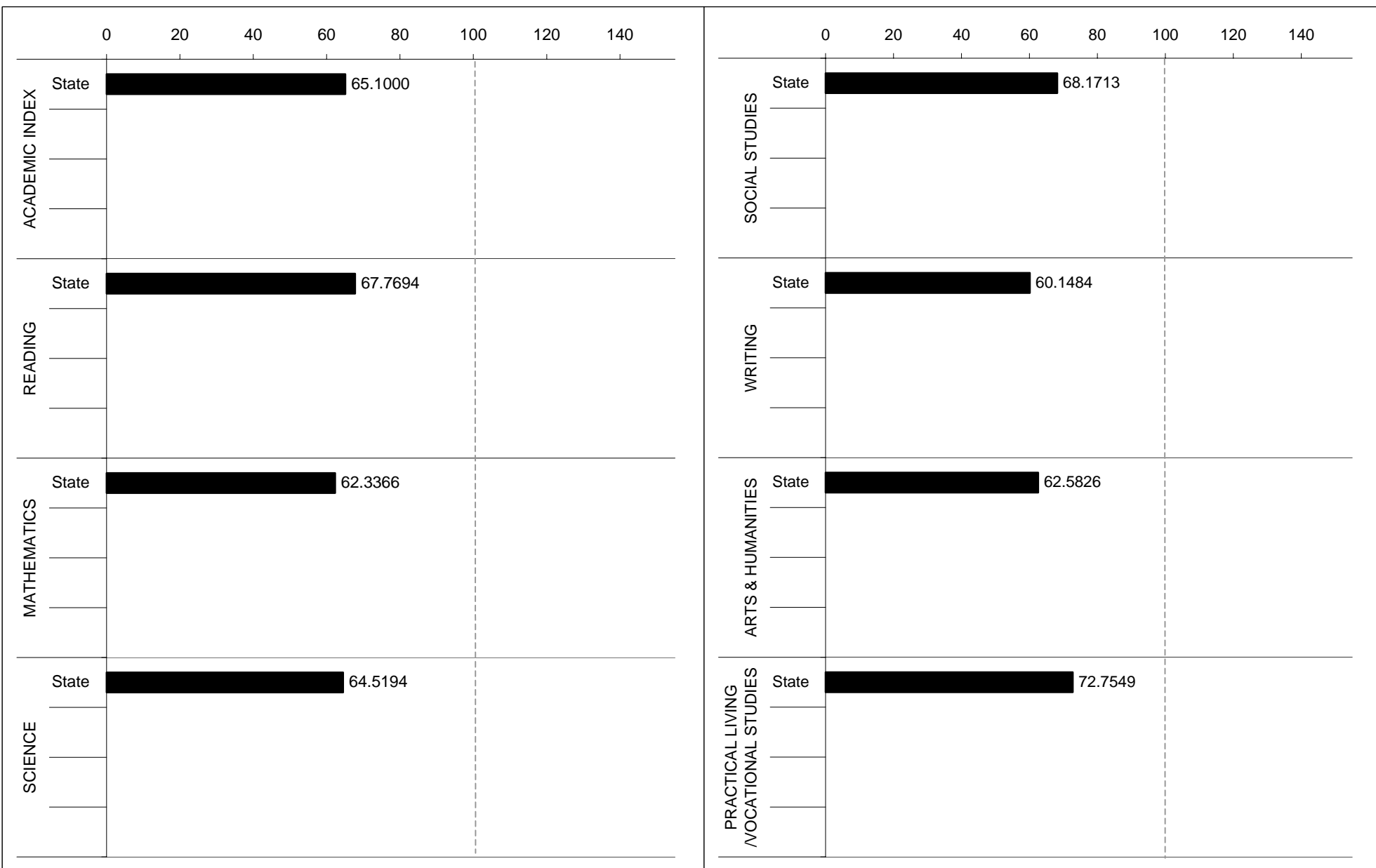


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ACADEMIC INDEX COMPARISONS

District: STATE

Code: 999

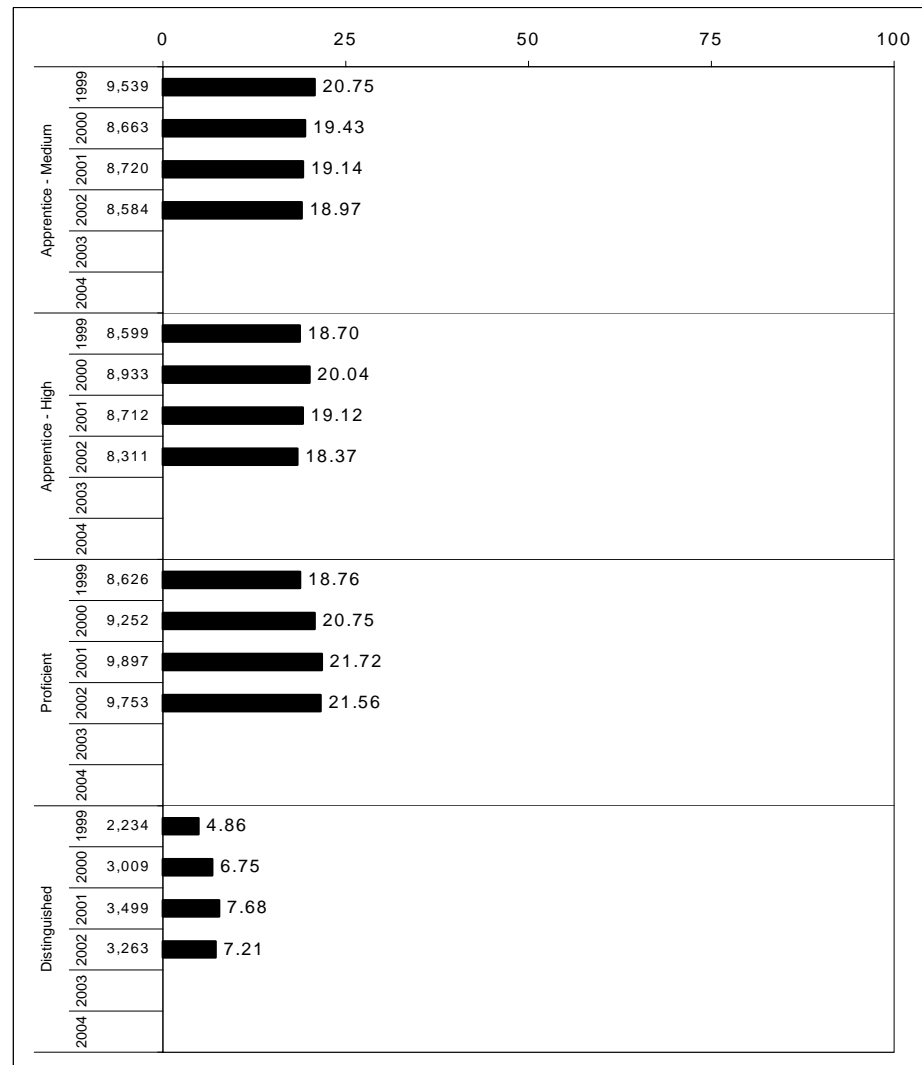
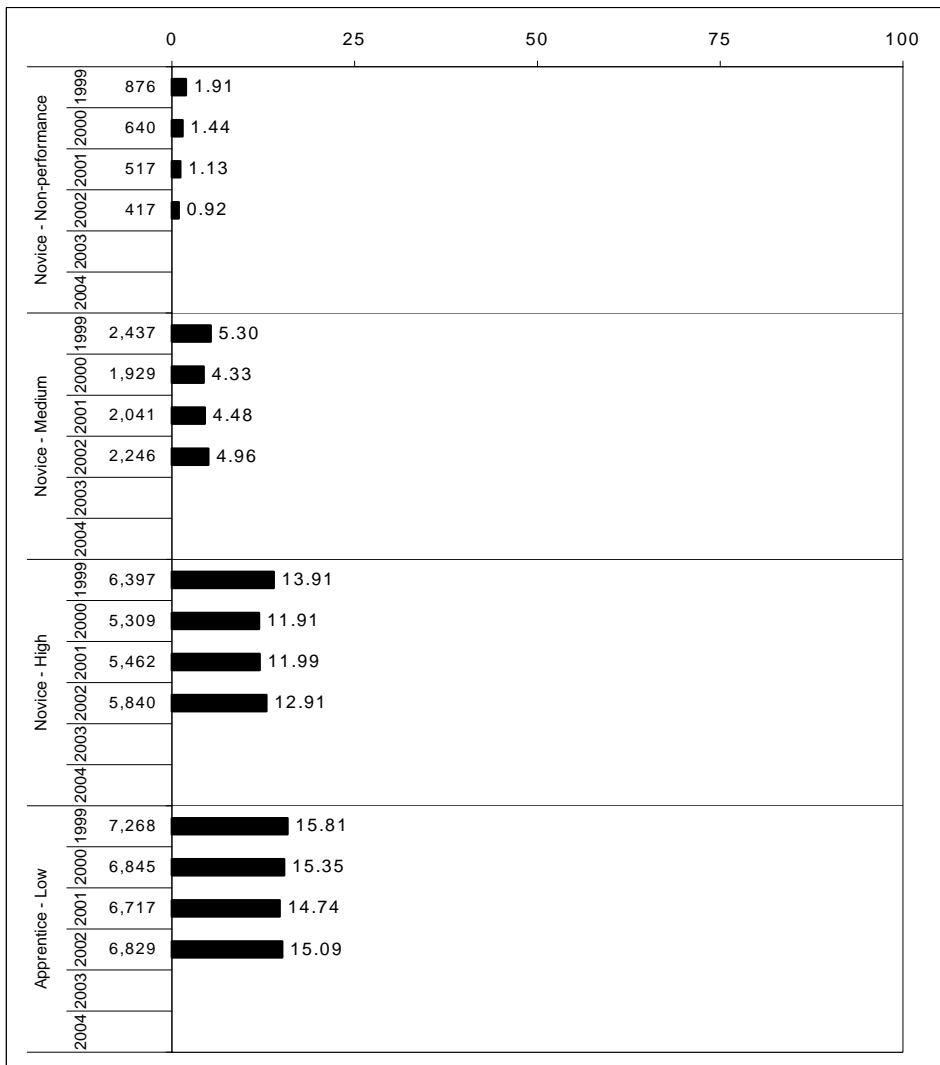
Grade: 10/12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 10



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 10

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	35	2.2	2.2									
Informational	50	2.1	2.1									
Persuasive	35	2.1	2.1									
Practical/Workplace	30	2.4	2.4									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

District: STATE
 Code: 999
 Grade: 10

OPEN RESPONSE	No.	STATE									STATE								School -State Mean		
	Items	No.	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
		Observations	B	0	1	2	3	4	B				0	1	2	3	4				
1.0.x - Literary	7	74,302	1	5	21	45	23	5	2.0												
2.0.x - Informational	10	81,410	1	10	22	40	22	5	1.9												
3.0.x - Persuasive	7	52,118	2	10	23	39	21	5	1.8												
4.0.x - Practical/Workplace	6	59,320	1	3	19	45	27	5	2.1												
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.0.x - Literary	28	297,208	61	39	0	0.61															
2.0.x - Informational	40	325,640	67	33	0	0.66															
3.0.x - Persuasive	28	208,472	65	35	0	0.65															
4.0.x - Practical/Workplace	24	237,280	74	26	0	0.74															



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 10

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	3,326	7%	(7%)	19,040	42%	(42%)	18,164	40%	(40%)	3,255	7%	(7%)	1,049	2%	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	1,074	2%	(2%)	4,912	11%	(11%)	32,370	72%	(72%)	5,378	12%	(12%)	1,080	2%	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	999	2%	(2%)	3,228	7%	(7%)	13,292	30%	(30%)	26,222	58%	(58%)	1,091	2%	(2%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts?	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	5,783	13%	(13%)	20,068	45%	(45%)	14,359	32%	(32%)	2,710	6%	(6%)	872	2%	(2%)
In your class, how often do you do the following:															
40 listen to an adult read aloud	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	6,009	13%	(13%)	13,575	30%	(30%)	7,237	16%	(16%)	10,741	24%	(24%)	6,240	14%	(14%)
41 use a graphic organizer such as a chart or web with passages you read	15,955	36%	(36%)	14,930	33%	(33%)	6,618	15%	(15%)	4,438	10%	(10%)	1,826	4%	(4%)
42 read novels, short stories or poems	2,188	5%	(5%)	9,690	22%	(22%)	8,553	19%	(19%)	12,817	29%	(29%)	10,513	23%	(23%)
43 read newspapers, journals or magazines	6,389	14%	(14%)	11,604	26%	(26%)	10,589	24%	(24%)	8,588	19%	(19%)	6,598	15%	(15%)
44 spend time previewing or discussing what you are going to read BEFORE you read	8,077	18%	(18%)	10,053	22%	(22%)	9,396	21%	(21%)	10,247	23%	(23%)	5,968	13%	(13%)
45 use a computer to research and read poems, articles, stories, or books	12,131	27%	(27%)	16,273	36%	(36%)	6,512	15%	(15%)	5,315	12%	(12%)	3,511	8%	(8%)
46 use a computer to answer questions about material you read	20,202	45%	(45%)	13,566	30%	(30%)	4,833	11%	(11%)	3,236	7%	(7%)	1,860	4%	(4%)
47 respond in writing to what you read	4,508	10%	(10%)	10,473	23%	(23%)	9,748	22%	(22%)	11,976	27%	(27%)	6,947	15%	(15%)
48 discuss what you read with a teacher or other students	4,016	9%	(9%)	8,454	19%	(19%)	7,790	17%	(17%)	12,359	28%	(28%)	11,124	25%	(25%)

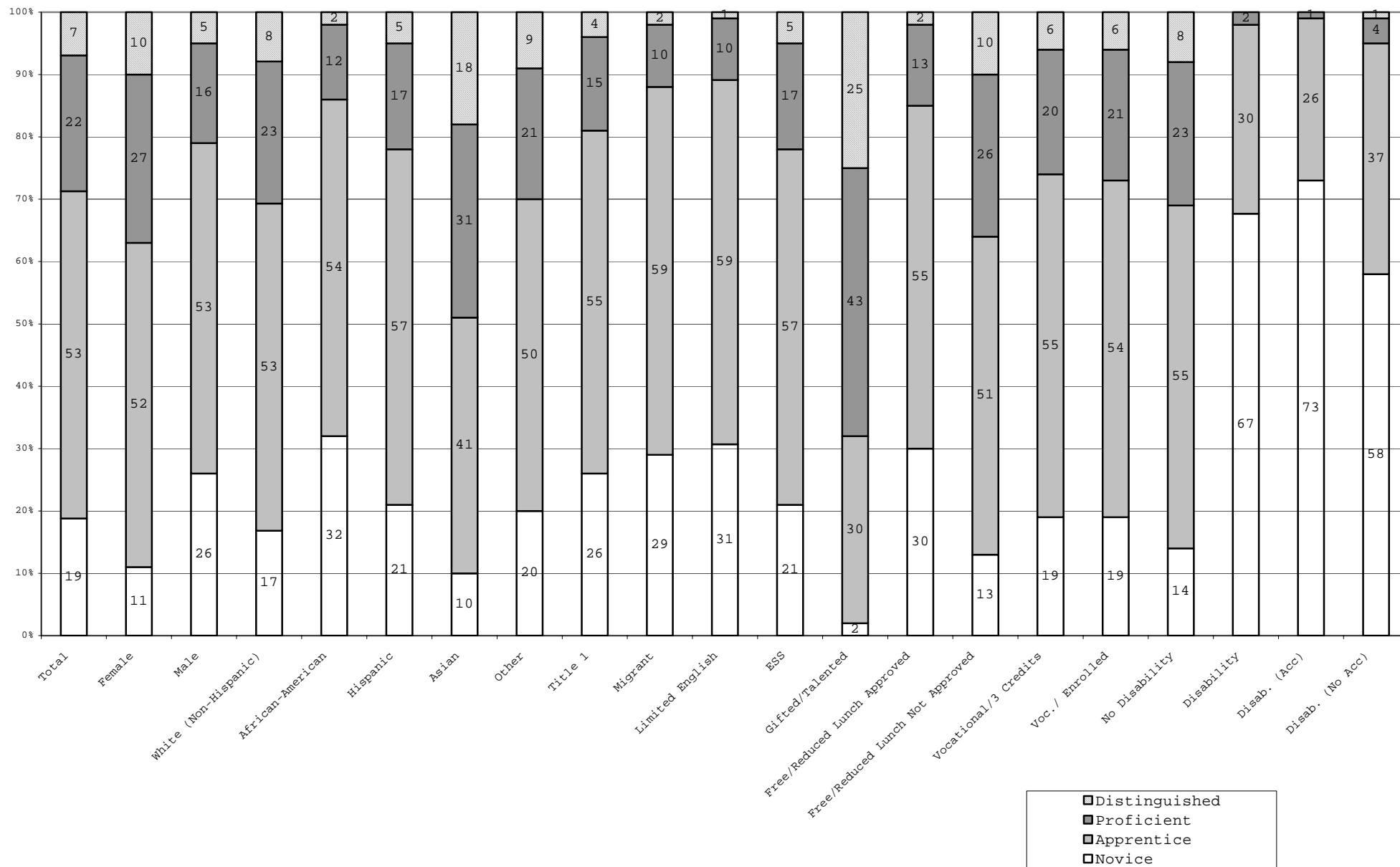
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 10

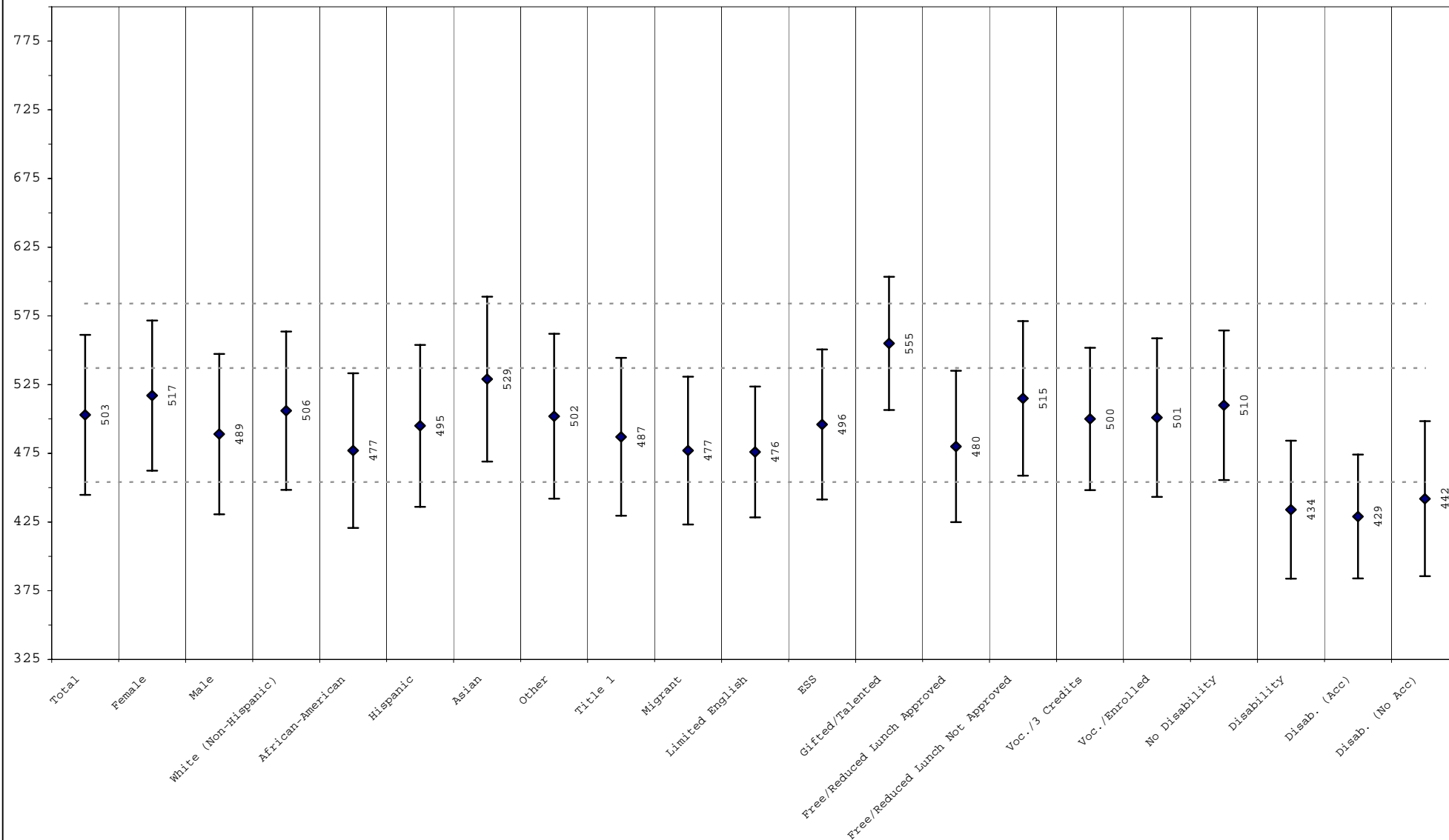


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
READING

District: STATE
 Code: 999
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										44,899		503 (0.3)
Gender:												
Female										21,848	49%	517 (0.4)
Male										23,012	51%	489 (0.4)
Gap Female vs Male												28*
Ethnicity												
White (Non-Hispanic)										39,187	87%	506 (0.3)
African-American										4,270	10%	477 (0.9)
Hispanic										394	1%	495 (3.0)
Asian										357	1%	529 (3.2)
Other										535	1%	502 (2.6)
Gap White vs African American												29*
Gap White vs Hispanic												11*
Gap White vs Asian												-23*
Gap White vs Other												4
Title I												
Participating Students										4,899	11%	487 (0.8)
Not Participating										40,000	89%	505 (0.3)
Gap Participating vs Non-Participating												-18*
Migrant Program												
Participating Students										222		477 (3.6)
Not Participating										44,677	100%	503 (0.3)
Gap Participating vs Non-Participating												-26*
Limited English Proficiency												
Participating Students										177		476 (3.6)
Not Participating										44,722	100%	503 (0.3)
Gap Participating vs Non-Participating												-27*
Extended School Services												
Participating Students										6,632	15%	496 (0.7)
Not Participating										38,267	85%	504 (0.3)
Gap Participating vs Non-Participating												-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

District: STATE
 Code: 999
 Grade: 10

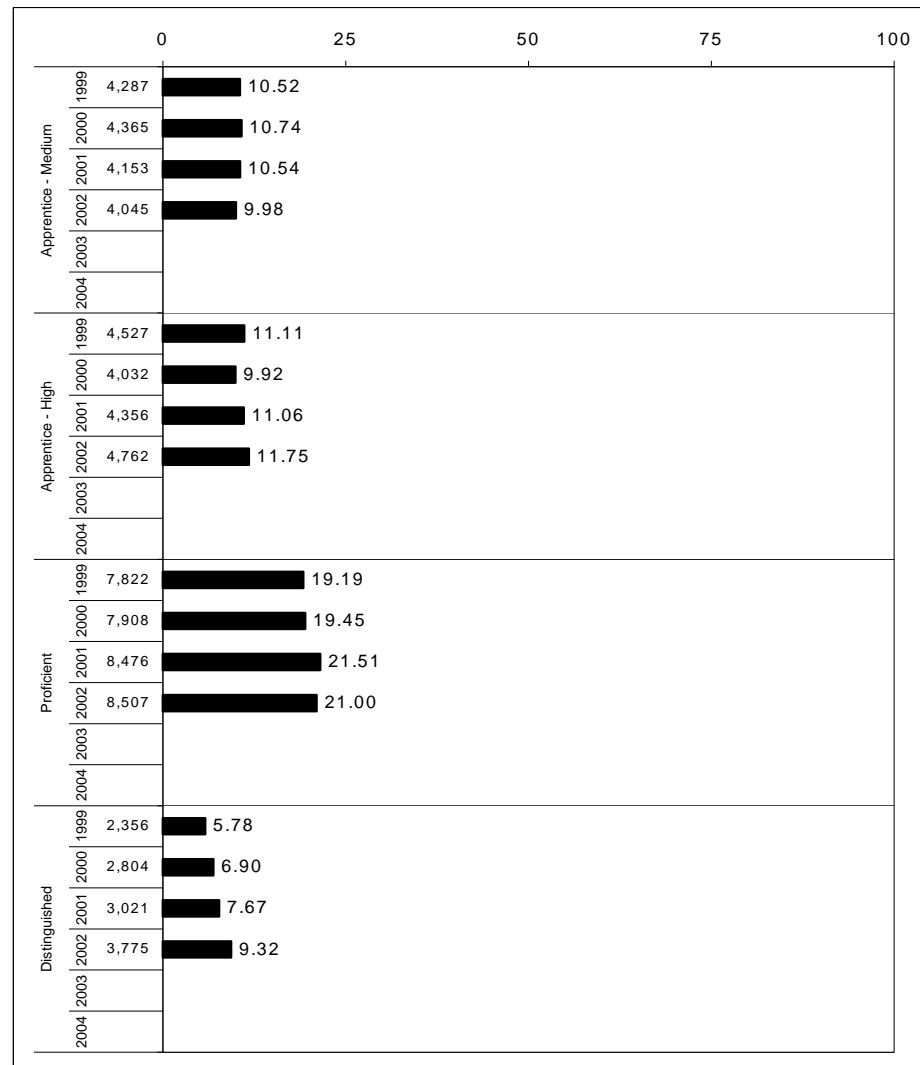
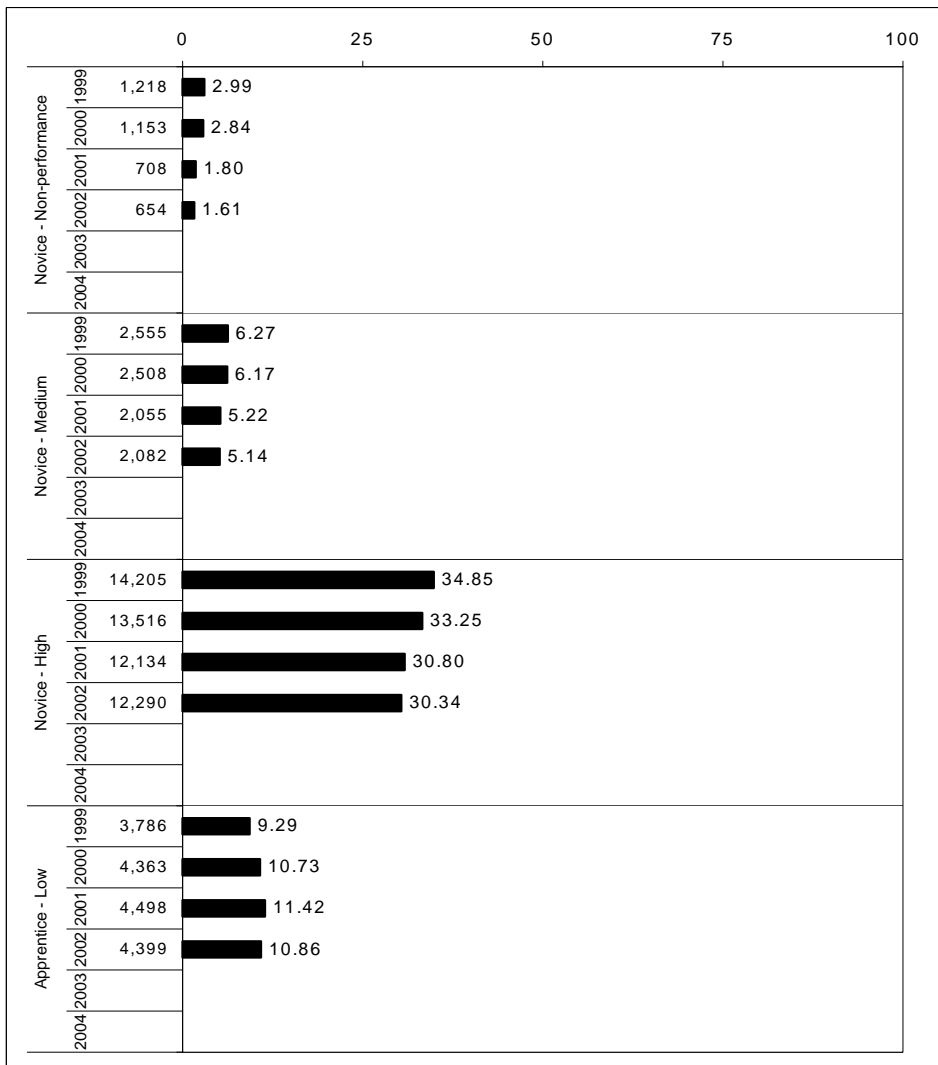
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										6,628	15%	555 (0.6)
Not Participating										38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>												61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										15,199	34%	480 (0.4)
Not Approved (includes not coded)										29,700	66%	515 (0.3)
<i>Gap Approved vs Not Approved</i>												-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area										15,478	34%	500 (0.4)
Enrolled, student not concentrating										11,212	25%	501 (0.5)
Not Vocational/Technical Education										18,209	41%	507 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>												7*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>												6*
Disability Status												
Students without Disabilities (includes not coded)										40,849	91%	510 (0.3)
Students with Disabilities										4,050	9%	434 (0.8)
Tested with Accommodations										2,479	6%	429 (0.9)
Tested without Accommodations										1,571	3%	442 (1.4)
<i>Gap With vs Without</i>												-76*
Alternate Portfolio										344	1%	
Exemptions (On-Demand)												
Medical										75		
LEP										194		
Other										35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 11

MATHEMATICS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	45	1.8	1.8									
Geometry/Measurement	53	1.6	1.6									
Probability/Statistics	26	1.7	1.7									
Algebraic Ideas	59	1.7	1.7									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

District: STATE
 Code: 999
 Grade: 11

OPEN RESPONSE	No. Items	STATE									STATE								School -State Mean	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean
			B	0	1	2	3	4	B				0	1	2	3	4			
1.x.x - Number/Computation	14	93,008	2	28	28	18	13	11	1.5											
1.1.x - Concepts	2	13,509	1	15	27	15	23	19	2.0											
1.2.x - Skills	7	46,877	2	24	29	21	11	13	1.6											
1.3.x - Relationships	6	39,435	2	37	27	14	12	8	1.2											
2.x.x - Geometry/Measurement	18	118,912	2	30	26	19	13	9	1.4											
2.1.x - Concepts	11	72,597	2	34	27	18	11	7	1.2											
2.2.x - Skills	9	59,785	2	31	24	20	14	11	1.5											
2.3.x - Relationships	6	40,142	1	24	34	19	13	9	1.5											
3.x.x - Probability/Statistics	7	46,401	2	28	32	22	11	5	1.3											
3.1.x - Concepts	1	6,813	1	29	36	25	6	2	1.1											
3.2.x - Skills	4	26,618	2	30	31	23	9	5	1.2											
3.3.x - Relationships	3	19,627	2	25	38	16	14	6	1.3											
4.x.x - Algebraic Ideas	15	99,537	2	24	32	20	14	9	1.5											
4.1.x - Concepts	1	6,813	2	14	31	28	16	10	1.7											
4.2.x - Skills	9	59,420	2	25	30	22	14	8	1.5											
4.3.x - Relationships	10	66,798	2	26	34	19	12	8	1.4											
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult					
1.x.x - Number/Computation	31	285,502	58	42	0				0.58											
1.1.x - Concepts	8	80,050	58	42	0				0.58											
1.2.x - Skills	10	85,799	63	37	0				0.63											
1.3.x - Relationships	14	133,162	56	44	0				0.56											
2.x.x - Geometry/Measurement	35	265,747	50	50	0				0.50											
2.1.x - Concepts	13	100,448	47	53	0				0.47											
2.2.x - Skills	19	131,687	52	48	0				0.52											
2.3.x - Relationships	5	46,940	54	46	0				0.54											
3.x.x - Probability/Statistics	19	158,958	62	38	0				0.62											
3.1.x - Concepts	8	66,219	63	37	0				0.63											
3.2.x - Skills	8	66,260	61	39	0				0.61											
3.3.x - Relationships	4	33,136	60	40	0				0.60											
4.x.x - Algebraic Ideas	44	323,772	52	48	0				0.52											
4.1.x - Concepts	15	98,700	44	56	0				0.44											
4.2.x - Skills	19	138,773	54	46	0				0.54											
4.3.x - Relationships	13	105,951	55	45	0				0.55											

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	1,134	3%	(3%)	13,923	35%	(35%)	18,802	47%	(47%)	5,558	14%	(14%)	666	2%	(2%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	3,194	8%	(8%)	11,470	29%	(29%)	21,393	53%	(53%)	3,341	8%	(8%)	703	2%	(2%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	697	2%	(2%)	2,827	7%	(7%)	10,240	25%	(25%)	25,616	64%	(64%)	702	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	6,107	15%	(15%)	16,609	41%	(41%)	6,811	17%	(17%)	6,762	17%	(17%)	3,160	8%	(8%)
40 work on mathematics projects/investigations that require more than one class period	12,695	32%	(32%)	16,504	41%	(41%)	5,533	14%	(14%)	3,305	8%	(8%)	1,373	3%	(3%)
41 use a graphic calculator	6,638	17%	(17%)	7,065	18%	(18%)	3,386	8%	(8%)	5,754	14%	(14%)	16,572	41%	(41%)
42 use a computer	20,216	50%	(50%)	10,552	26%	(26%)	2,860	7%	(7%)	2,535	6%	(6%)	3,246	8%	(8%)
43 write about mathematics	11,163	28%	(28%)	16,722	42%	(42%)	5,074	13%	(13%)	3,483	9%	(9%)	2,930	7%	(7%)
44 use hands-on materials other than books, worksheets, calculators or computers	12,188	30%	(30%)	13,458	34%	(34%)	5,387	13%	(13%)	4,473	11%	(11%)	3,868	10%	(10%)
45 draw pictures, charts or graphs to help explain your thinking	2,921	7%	(7%)	9,782	24%	(24%)	7,850	20%	(20%)	11,136	28%	(28%)	7,669	19%	(19%)
46 discuss different ways to solve problems	2,338	6%	(6%)	5,533	14%	(14%)	6,379	16%	(16%)	11,936	30%	(30%)	13,180	33%	(33%)
47 receive meaningful feedback on assignments	5,523	14%	(14%)	7,086	18%	(18%)	6,801	17%	(17%)	9,867	25%	(25%)	10,088	25%	(25%)
48 work on mathematics that is related to real-life experiences	6,402	16%	(16%)	10,338	26%	(26%)	7,465	19%	(19%)	9,033	22%	(22%)	6,152	15%	(15%)

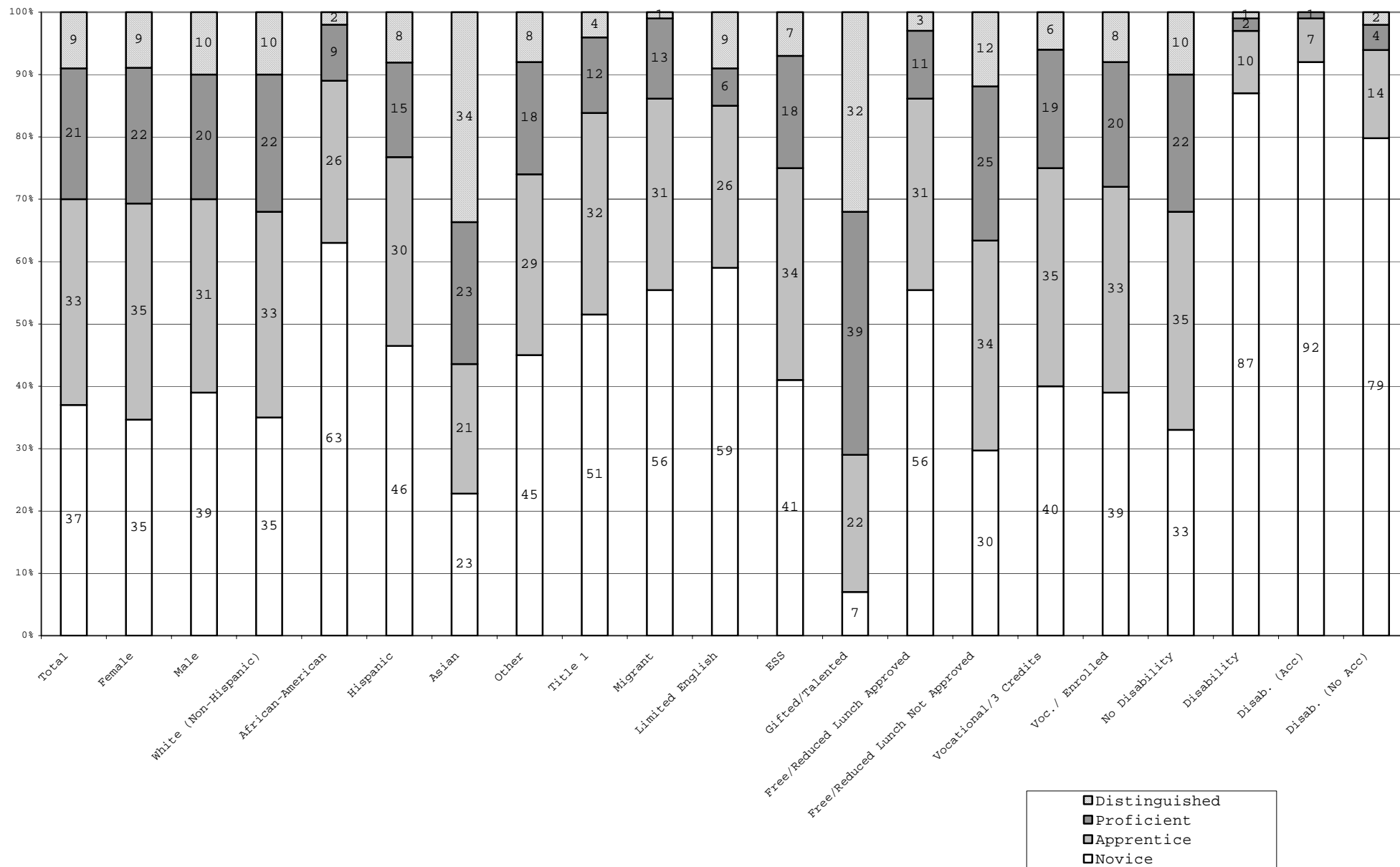
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 11

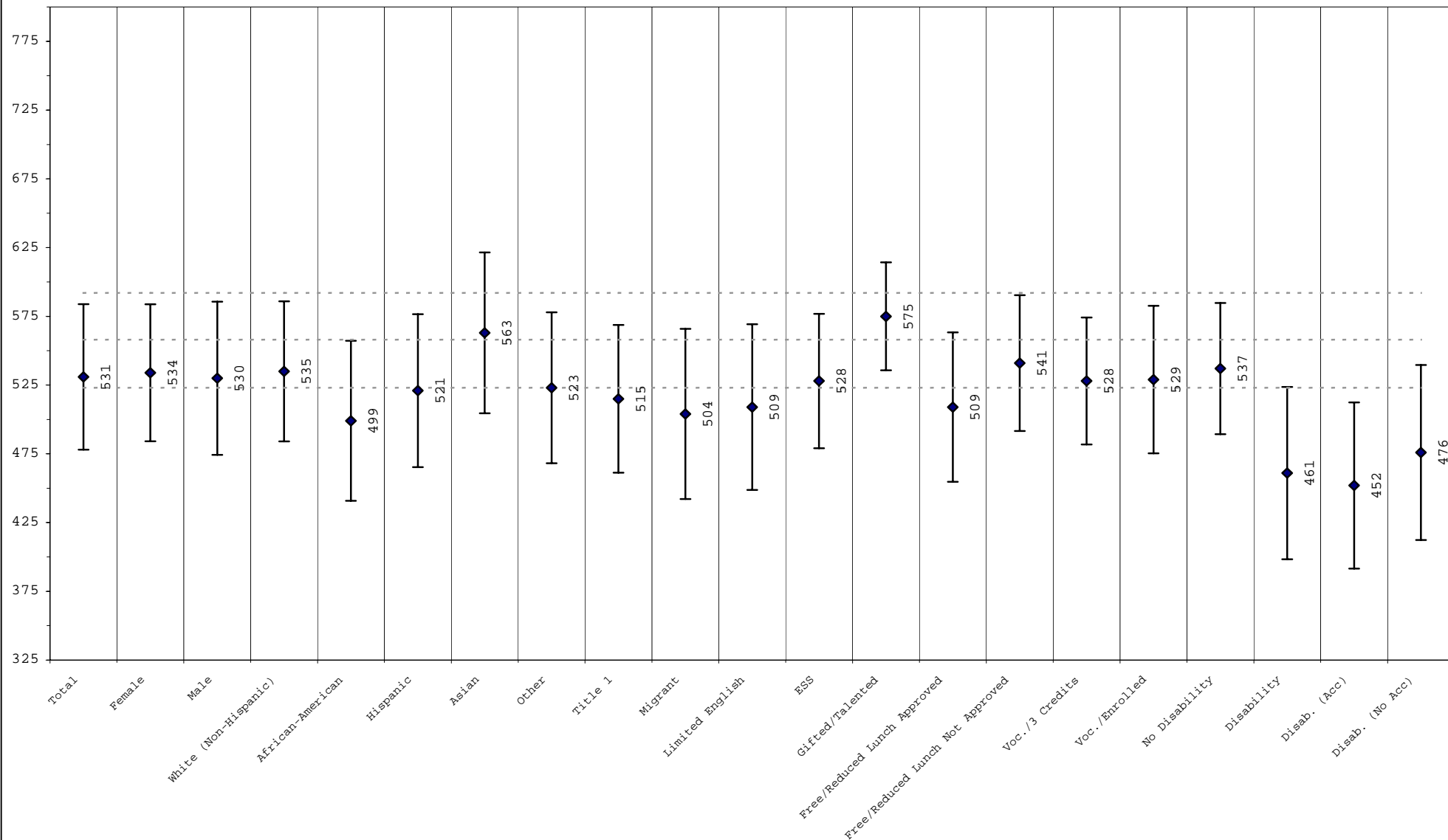


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										40,170		531 (0.3)
Gender:												
Female										20,033	50%	534 (0.4)
Male										20,100	50%	530 (0.4)
Gap Female vs Male												4*
Ethnicity												
White (Non-Hispanic)										35,552	89%	535 (0.3)
African-American										3,339	8%	499 (1.0)
Hispanic										307	1%	521 (3.2)
Asian										324	1%	563 (3.3)
Other										479	1%	523 (2.5)
Gap White vs African American												36*
Gap White vs Hispanic												14*
Gap White vs Asian												-28*
Gap White vs Other												12*
Title I												
Participating Students										4,306	11%	515 (0.8)
Not Participating										35,864	89%	533 (0.3)
Gap Participating vs Non-Participating												-18*
Migrant Program												
Participating Students										104		504 (6.1)
Not Participating										40,066	100%	532 (0.3)
Gap Participating vs Non-Participating												-28*
Limited English Proficiency												
Participating Students										128		509 (5.3)
Not Participating										40,042	100%	532 (0.3)
Gap Participating vs Non-Participating												-23*
Extended School Services												
Participating Students										5,570	14%	528 (0.7)
Not Participating										34,600	86%	532 (0.3)
Gap Participating vs Non-Participating												-4*

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
MATHEMATICS

District: STATE
 Code: 999
 Grade: 11

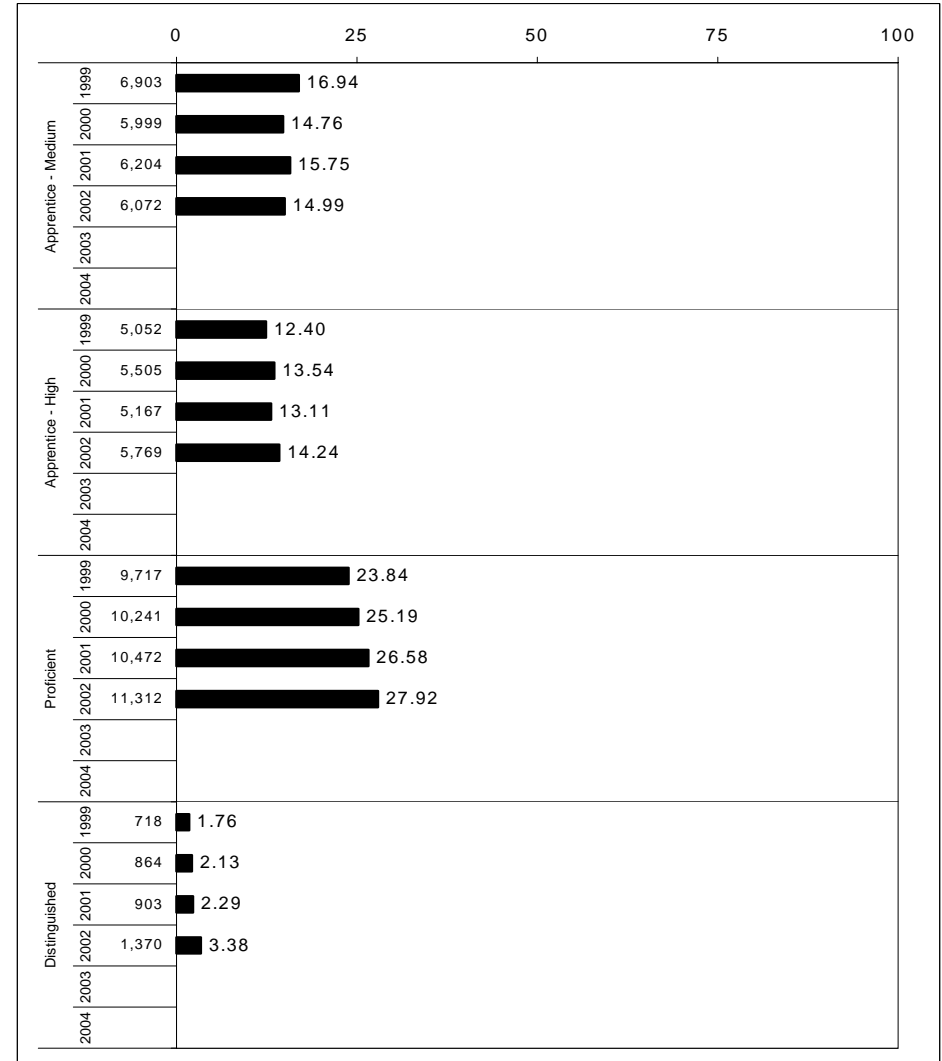
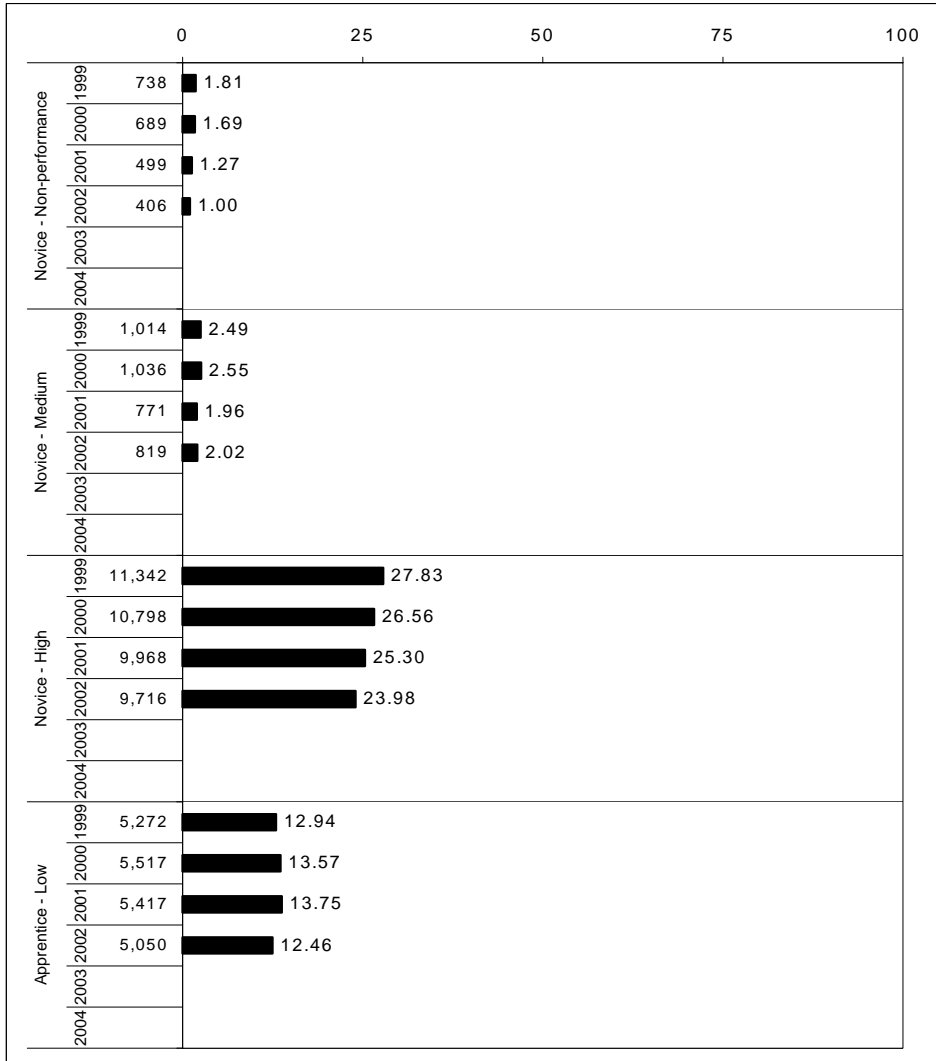
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										6,341	16%	575 (0.5)
Not Participating										33,829	84%	523 (0.3)
<i>Gap Participating vs Non-Participating</i>												52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										11,677	29%	509 (0.5)
Not Approved (includes not coded)										28,493	71%	541 (0.3)
<i>Gap Approved vs Not Approved</i>												-32*
Vocational/Technical Education												
Plans to/completed 3 credits in career area										16,397	41%	528 (0.4)
Enrolled, student not concentrating										7,622	19%	529 (0.6)
Not Vocational/Technical Education										16,151	40%	536 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>												8*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>												7*
Disability Status												
Students without Disabilities (includes not coded)										37,147	92%	537 (0.2)
Students with Disabilities										3,023	8%	461 (1.1)
Tested with Accommodations										1,866	5%	452 (1.4)
Tested without Accommodations										1,157	3%	476 (1.9)
<i>Gap With vs Without</i>												-76*
Alternate Portfolio										344	1%	
Exemptions (On-Demand)												
Medical										87		
LEP										105		
Other										179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE SUB-DOMAIN

District: STATE
Code: 999
Grade: 11

SCIENCE SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.00.51.01.52.02.53.03.54.0
Physical Science	56	1.6	1.6	
Earth & Space Science	47	1.8	1.8	
Life Science	63	1.9	1.9	

District: Top
State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE CORE CONTENT

District: STATE
 Code: 999
 Grade: 11

OPEN RESPONSE	No. Items	STATE									STATE									School -State Mean	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents								Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	13	86,195	2	25	28	29	14	4	1.4												
1.1.x - Structure of Atoms	1	6,697	3	26	27	28	16	0	1.3												
1.2.x - Matter:Structure/Property	5	32,532	2	33	28	23	10	4	1.2												
1.3.x - Chemical Reactions	3	19,986	2	10	25	46	16	3	1.7												
1.4.x - Motion and Force	4	26,995	2	21	27	28	18	4	1.6												
1.5.x - Conservation of Energy ...	1	6,657	2	20	35	28	12	3	1.4												
1.6.x - Matter/Energy Interactions	1	6,657	2	30	33	26	8	2	1.1												
2.x.x - Earth & Space Science	12	79,694	2	23	27	31	14	3	1.4												
2.1.x - Energy in the Earth System	6	39,668	2	20	25	35	15	3	1.5												
2.2.x - Geochemical Cycles	1	6,632	2	21	26	28	18	6	1.6												
2.3.x - Earth Formation/Changes	5	32,894	2	20	25	33	16	5	1.6												
2.4.x - Univ.'s Formation/Changes	2	13,470	1	31	33	25	8	2	1.1												
3.x.x - Life Science	16	105,837	2	17	26	32	18	5	1.6												
3.1.x - The Cell	1	6,632	1	27	22	26	18	5	1.5												
3.2.x - Behavior of Organisms	2	12,970	1	9	24	39	18	9	1.9												
3.3.x - Heredity: Molecular Basis	3	20,026	3	28	32	23	11	3	1.2												
3.4.x - Biological Change	3	19,667	2	21	35	29	12	2	1.4												
3.5.x - Organisms Interdependence	8	53,214	2	13	23	34	22	6	1.8												
3.6.x - Energy in Living Systems	1	6,813	3	18	19	31	23	7	1.8												
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult						
1.x.x - Physical Science	43	331,637	52	48	0				0.52												
1.1.x - Structure of Atoms	5	33,431	45	55	0				0.45												
1.2.x - Matter:Structure/Property	15	125,889	54	46	0				0.54												
1.3.x - Chemical Reactions	4	26,364	49	51	0				0.49												
1.4.x - Motion and Force	8	52,945	58	42	0				0.58												
1.5.x - Conservation of Energy ...	13	105,953	52	48	0				0.52												
1.6.x - Matter/Energy Interactions	5	46,027	47	53	0				0.47												
2.x.x - Earth & Space Science	35	290,979	63	37	0				0.63												
2.1.x - Energy in the Earth System	13	93,023	58	42	0				0.58												
2.2.x - Geochemical Cycles	4	38,895	68	32	0				0.68												
2.3.x - Earth Formation/Changes	14	112,954	66	34	0				0.66												
2.4.x - Univ.'s Formation/Changes	7	66,093	61	39	0				0.61												
3.x.x - Life Science	47	371,689	56	44	0				0.56												
3.1.x - The Cell	15	106,751	46	54	0				0.46												
3.2.x - Behavior of Organisms	3	20,102	50	50	0				0.50												
3.3.x - Heredity: Molecular Basis	9	66,028	50	50	0				0.50												
3.4.x - Biological Change	11	92,943	57	43	0				0.57												
3.5.x - Organisms Interdependence	12	99,593	63	37	0				0.63												
3.6.x - Energy in Living Systems	7	59,396	52	48	0				0.52												

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCIENCE QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	1,515	4%	(4%)	18,151	45%	(45%)	16,479	41%	(41%)	3,297	8%	(8%)	728	2%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	2,396	6%	(6%)	11,155	28%	(28%)	23,184	58%	(58%)	2,650	7%	(7%)	785	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	754	2%	(2%)	3,144	8%	(8%)	9,984	25%	(25%)	25,505	63%	(63%)	783	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	3,370	8%	(8%)	7,643	19%	(19%)	6,703	17%	(17%)	11,463	29%	(29%)	10,303	26%	(26%)
40 read about science in magazines or books other than a textbook	11,712	29%	(29%)	13,810	34%	(34%)	7,599	19%	(19%)	4,475	11%	(11%)	1,833	5%	(5%)
41 work on worksheets	1,661	4%	(4%)	3,881	10%	(10%)	5,498	14%	(14%)	13,340	33%	(33%)	15,090	38%	(38%)
42 work with other students in pairs, small groups or teams	2,689	7%	(7%)	9,254	23%	(23%)	9,993	25%	(25%)	11,667	29%	(29%)	5,868	15%	(15%)
43 watch your teacher do a science demonstration	4,346	11%	(11%)	12,506	31%	(31%)	10,172	25%	(25%)	8,436	21%	(21%)	3,994	10%	(10%)
44 watch a video	5,246	13%	(13%)	20,178	50%	(50%)	8,387	21%	(21%)	4,142	10%	(10%)	1,491	4%	(4%)
45 use equipment like microscopes, computers and beakers in your investigations	5,086	13%	(13%)	15,069	38%	(38%)	9,418	23%	(23%)	7,177	18%	(18%)	2,706	7%	(7%)
46 design and conduct scientific investigations about things in which you are interested	12,636	31%	(31%)	14,153	35%	(35%)	6,723	17%	(17%)	4,234	11%	(11%)	1,680	4%	(4%)
47 design and conduct scientific investigations about things your teacher wants you to study	6,242	16%	(16%)	13,527	34%	(34%)	9,319	23%	(23%)	7,117	18%	(18%)	3,214	8%	(8%)
48 communicate (e.g.,draw,graph,write) about the design, procedures and results of your investigations	5,316	13%	(13%)	12,814	32%	(32%)	9,937	25%	(25%)	7,757	19%	(19%)	3,588	9%	(9%)
49 review and analyze your investigations and those of your friends	8,036	20%	(20%)	12,652	31%	(31%)	8,775	22%	(22%)	6,715	17%	(17%)	3,292	8%	(8%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

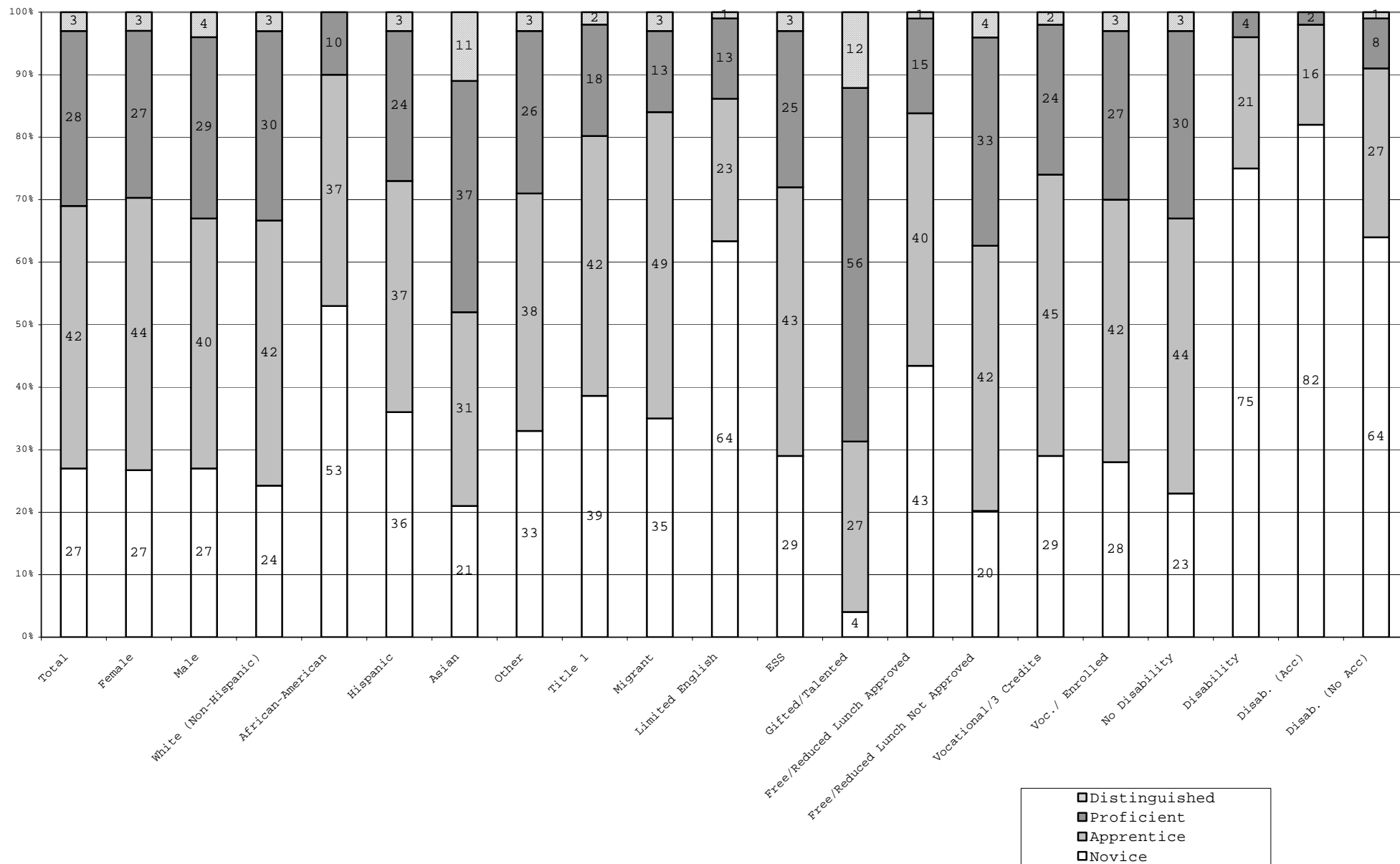
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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KENTUCKY PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents

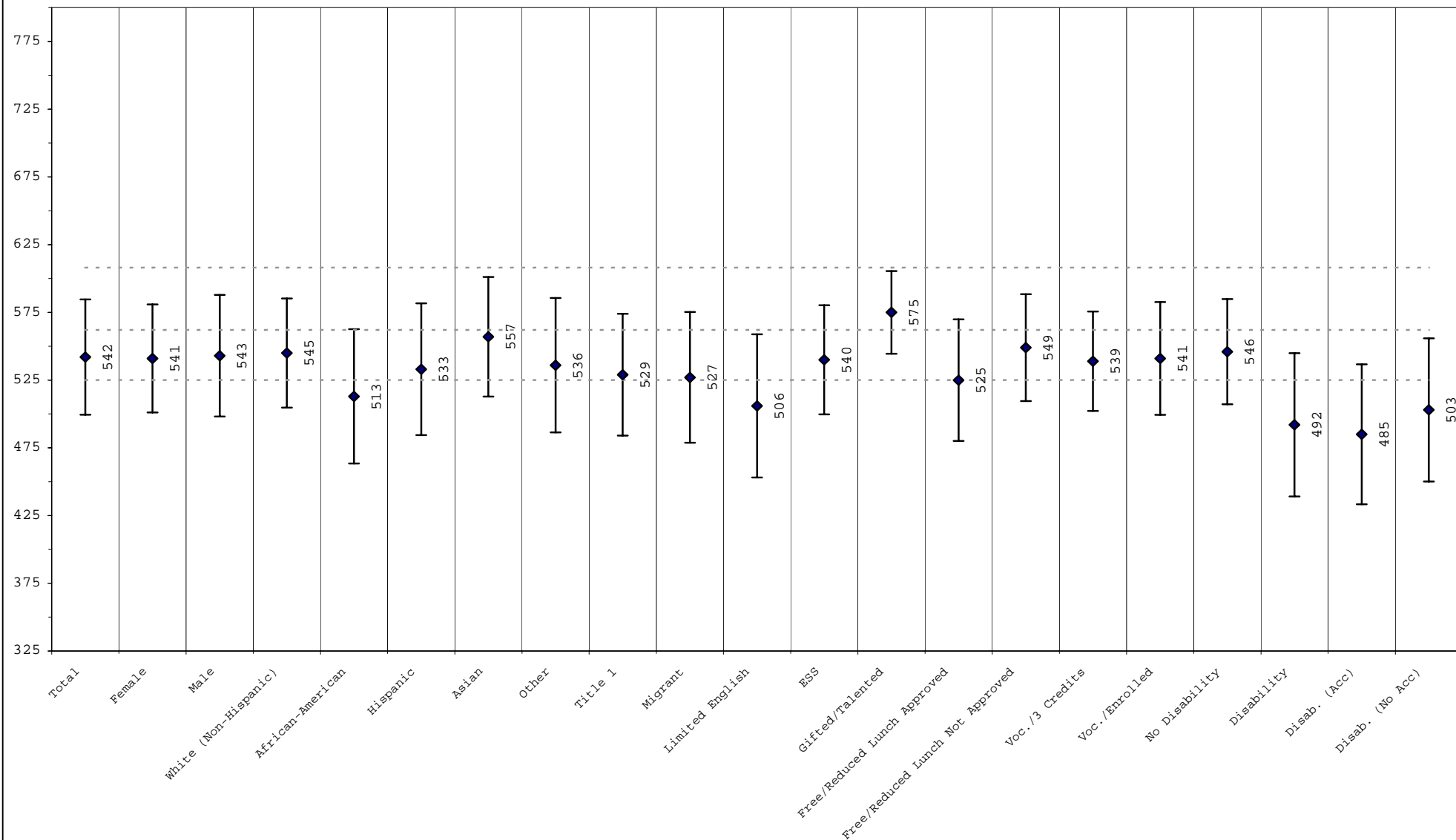
District: STATE
Code: 999
Grade: 11



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SCIENCE

District: STATE
Code: 999
Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										40,170		542 (0.2)
Gender:												
Female										20,033	50%	541 (0.3)
Male										20,100	50%	543 (0.3)
Gap Female vs Male												-2*
Ethnicity												
White (Non-Hispanic)										35,552	89%	545 (0.2)
African-American										3,339	8%	513 (0.9)
Hispanic										307	1%	533 (2.8)
Asian										324	1%	557 (2.4)
Other										479	1%	536 (2.3)
Gap White vs African American												32*
Gap White vs Hispanic												12*
Gap White vs Asian												-12*
Gap White vs Other												9*
Title I												
Participating Students										4,306	11%	529 (0.7)
Not Participating										35,864	89%	543 (0.2)
Gap Participating vs Non-Participating												-14*
Migrant Program												
Participating Students										104		527 (4.7)
Not Participating										40,066	100%	542 (0.2)
Gap Participating vs Non-Participating												-15*
Limited English Proficiency												
Participating Students										128		506 (4.7)
Not Participating										40,042	100%	542 (0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students										5,570	14%	540 (0.5)
Not Participating										34,600	86%	542 (0.2)
Gap Participating vs Non-Participating												-2*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SCIENCE

District: STATE
 Code: 999
 Grade: 11

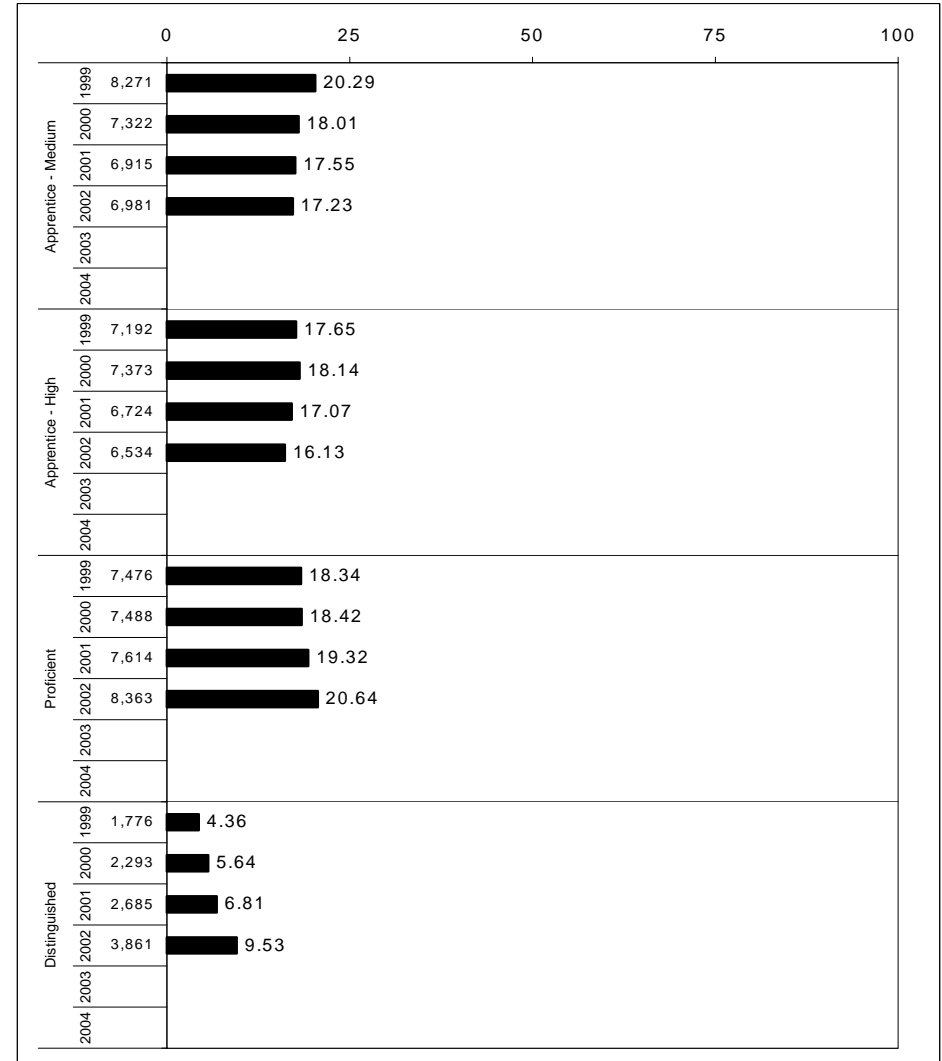
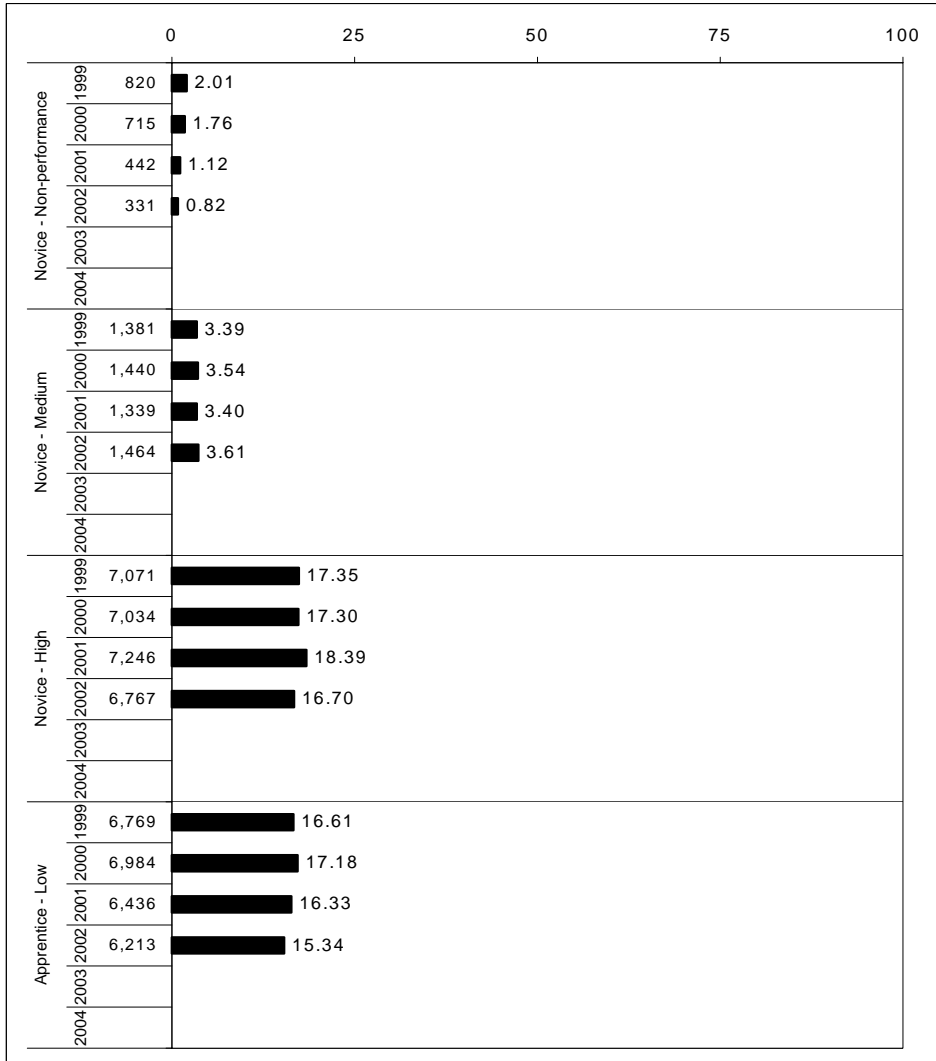
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										6,341	16%	575 (0.4)
Not Participating										33,829	84%	536 (0.2)
<i>Gap Participating vs Non-Participating</i>												39*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										11,677	29%	525 (0.4)
Not Approved (includes not coded)										28,493	71%	549 (0.2)
<i>Gap Approved vs Not Approved</i>												-24*
Vocational/Technical Education												
Plans to/completed 3 credits in career area										16,397	41%	539 (0.3)
Enrolled, student not concentrating										7,622	19%	541 (0.5)
Not Vocational/Technical Education										16,151	40%	545 (0.4)
<i>Gap Non-Voc/Tech vs 3 Credits</i>												6*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>												4*
Disability Status												
Students without Disabilities (includes not coded)										37,147	92%	546 (0.2)
Students with Disabilities										3,023	8%	492 (1.0)
Tested with Accommodations										1,866	5%	485 (1.2)
Tested without Accommodations										1,157	3%	503 (1.6)
<i>Gap With vs Without</i>												-54*
Alternate Portfolio										344	1%	
Exemptions (On-Demand)												
Medical										87		
LEP										105		
Other										179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 11



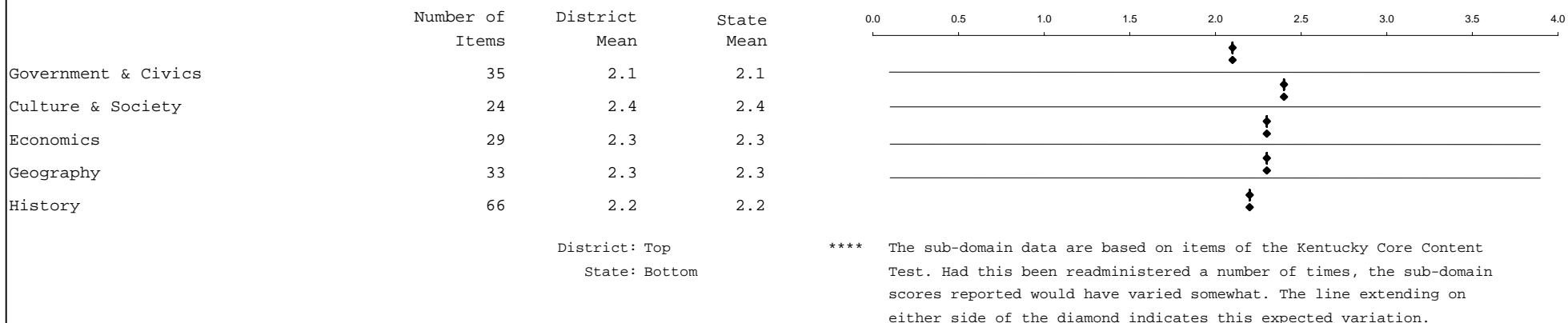
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 11

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 11

OPEN RESPONSE	No. Items	STATE										STATE								School -State Mean
		No. Observations	Percents								Std. Err.	No. Observations	Percents						Mean	
			B	0	1	2	3	4	Mean	B			0	1	2	3	4			
1.x.x - Government & Civics	8	53,058	1	8	23	40	24	4	1.9											
1.1.x - People Form Governments	4	26,284	1	8	23	39	24	5	1.9											
1.2.x - Limited and Shared Power	0	0																		
1.3.x - Citizen:Rights/Responsib.	5	33,072	1	8	22	40	24	5	1.9											
2.x.x - Culture & Society	6	39,395	1	5	19	42	27	6	2.1											
2.1.x - Culture is a System	2	12,955	1	6	20	41	26	6	2.0											
2.2.x - Cultures Address Needs	0	0																		
2.3.x - Social Institutions	1	6,632	1	3	16	45	27	7	2.2											
2.4.x - Social Interactions	3	19,808	1	5	20	41	27	5	2.0											
3.x.x - Economics	7	46,481	1	6	17	41	29	6	2.1											
3.1.x - Economic Problem:Scarcity	3	19,783	2	10	19	38	26	5	1.9											
3.2.x - Economic Sys./Institutions	0	0																		
3.3.x - Market/Goods/Services	3	20,207	1	4	18	41	29	7	2.1											
3.4.x - Produce/Distribute/Consume	2	13,304	1	4	12	42	34	7	2.3											
4.x.x - Geography	7	46,441	1	5	21	42	26	5	2.0											
4.1.x - Earth's Surface Patterns	1	6,632	1	3	21	42	29	5	2.1											
4.2.x - Human/Phys. Char./Regions	2	12,955	1	3	24	45	22	4	2.0											
4.3.x - Humans/Move ... Interact	3	20,117	2	7	22	39	26	5	2.0											
4.4.x - Human/Environ. Interaction	2	13,369	1	3	15	45	29	7	2.2											
5.x.x - History	15	99,306	2	8	24	39	23	5	1.9											
5.1.x - History/Interpretive	6	39,870	2	7	23	38	25	6	2.0											
5.2.x - History of United States	9	60,107	2	8	25	38	23	5	1.9											
5.3.x - World History	3	19,768	2	9	26	39	20	4	1.8											



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 11

MULTIPLE CHOICE	No.	STATE						STATE						School -State
		No.	Percents			Std.	No.	Percents						
			Correct	Incorrect	Omit/Mult			Correct	Incorrect	Omit/Mult				
1.x.x - Government & Civics	27	218,497	66	34	0	0.66								
1.1.x - People Form Governments	19	151,733	67	33	0	0.67								
1.2.x - Limited and Shared Power	5	40,091	63	37	0	0.63								
1.3.x - Citizen:Rights/Responsib.	5	46,634	71	29	0	0.71								
2.x.x - Culture & Society	18	133,292	74	26	0	0.74								
2.1.x - Culture is a System	4	27,071	78	22	0	0.78								
2.2.x - Cultures Address Needs	5	46,607	78	22	0	0.78								
2.3.x - Social Institutions	2	12,995	75	25	0	0.75								
2.4.x - Social Interactions	7	46,619	67	33	0	0.67								
3.x.x - Economics	22	171,875	69	31	0	0.69								
3.1.x - Economic Problem:Scarcity	2	13,329	58	42	0	0.57								
3.2.x - Economic Sys./Institutions	9	78,943	69	31	0	0.69								
3.3.x - Market/Goods/Services	6	39,189	72	28	0	0.72								
3.4.x - Produce/Distribute/Consume	6	47,046	72	28	0	0.72								
4.x.x - Geography	26	212,395	71	29	0	0.71								
4.1.x - Earth's Surface Patterns	5	46,285	71	29	0	0.71								
4.2.x - Human/Phys. Char./Regions	9	59,871	64	36	0	0.64								
4.3.x - Humans/Move ... Interact	5	39,809	65	35	0	0.65								
4.4.x - Human/Environ. Interaction	11	93,113	75	25	0	0.75								
5.x.x - History	51	384,514	66	34	0	0.66								
5.1.x - History/Interpretive	7	66,629	68	32	0	0.68								
5.2.x - History of United States	31	232,562	66	34	0	0.66								
5.3.x - World History	19	145,385	66	35	0	0.65								



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	980	2%	(2%)	11,265	28%	(28%)	21,193	53%	(53%)	5,836	15%	(15%)	896	2%	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	1,134	3%	(3%)	5,724	14%	(14%)	25,762	64%	(64%)	6,563	16%	(16%)	987	2%	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	802	2%	(2%)	2,748	7%	(7%)	9,041	23%	(23%)	26,659	66%	(66%)	920	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	1,753	4%	(4%)	5,487	14%	(14%)	5,577	14%	(14%)	12,058	30%	(30%)	14,434	36%	(36%)
40 do you work on worksheets	2,247	6%	(6%)	5,487	14%	(14%)	7,113	18%	(18%)	14,109	35%	(35%)	10,353	26%	(26%)
41 do you use materials other than a textbook or worksheets	4,880	12%	(12%)	10,748	27%	(27%)	9,884	25%	(25%)	9,023	22%	(22%)	4,746	12%	(12%)
42 do you work with other students in pairs, small groups or teams	4,515	11%	(11%)	13,192	33%	(33%)	9,772	24%	(24%)	8,452	21%	(21%)	3,324	8%	(8%)
43 do you discuss current issues and topics	1,825	5%	(5%)	5,815	14%	(14%)	7,138	18%	(18%)	10,998	27%	(27%)	13,511	34%	(34%)
44 do you watch a video or television program	2,523	6%	(6%)	16,662	41%	(41%)	10,532	26%	(26%)	6,581	16%	(16%)	2,947	7%	(7%)
45 is instruction organized around essential questions	3,076	8%	(8%)	7,608	19%	(19%)	8,302	21%	(21%)	11,346	28%	(28%)	8,780	22%	(22%)
46 does your teacher give you a scoring guide for an assignment before you begin the assignment	10,227	25%	(25%)	12,508	31%	(31%)	6,079	15%	(15%)	5,503	14%	(14%)	4,916	12%	(12%)
47 do you answer open-response items	3,938	10%	(10%)	18,071	45%	(45%)	9,120	23%	(23%)	5,587	14%	(14%)	2,605	6%	(6%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

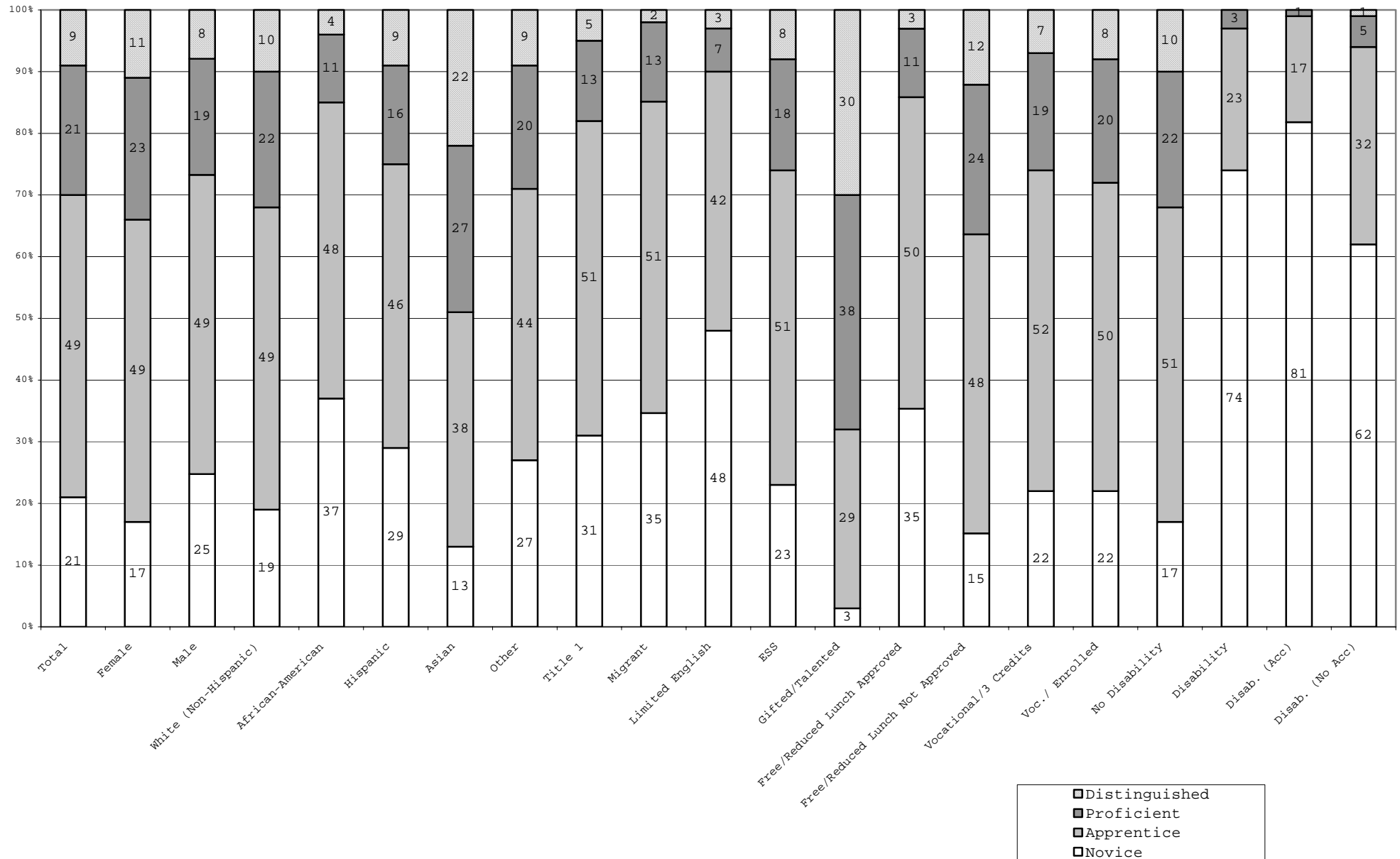
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 165

SPRING 2002
KENTUCKY PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 11

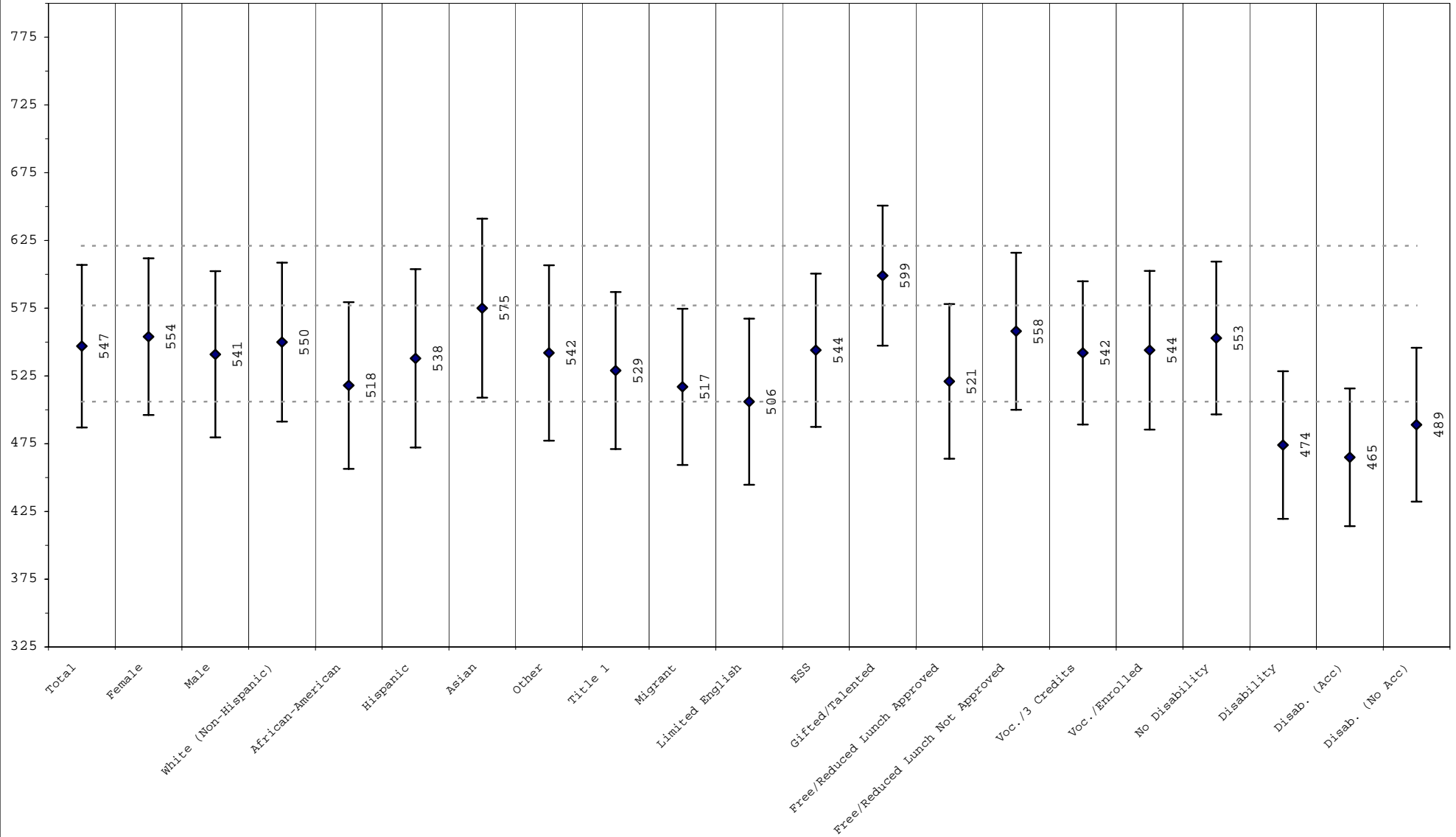


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										40,170		547 (0.3)
Gender:												
Female										20,033	50%	554 (0.4)
Male										20,100	50%	541 (0.4)
Gap Female vs Male												13*
Ethnicity												
White (Non-Hispanic)										35,552	89%	550 (0.3)
African-American										3,339	8%	518 (1.1)
Hispanic										307	1%	538 (3.8)
Asian										324	1%	575 (3.7)
Other										479	1%	542 (3.0)
Gap White vs African American												32*
Gap White vs Hispanic												12*
Gap White vs Asian												-25*
Gap White vs Other												8*
Title I												
Participating Students										4,306	11%	529 (0.9)
Not Participating										35,864	89%	549 (0.3)
Gap Participating vs Non-Participating												-20*
Migrant Program												
Participating Students										104		517 (5.7)
Not Participating										40,066	100%	547 (0.3)
Gap Participating vs Non-Participating												-30*
Limited English Proficiency												
Participating Students										128		506 (5.4)
Not Participating										40,042	100%	547 (0.3)
Gap Participating vs Non-Participating												-41*
Extended School Services												
Participating Students										5,570	14%	544 (0.8)
Not Participating										34,600	86%	548 (0.3)
Gap Participating vs Non-Participating												-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
SOCIAL STUDIES

District: STATE
 Code: 999
 Grade: 11

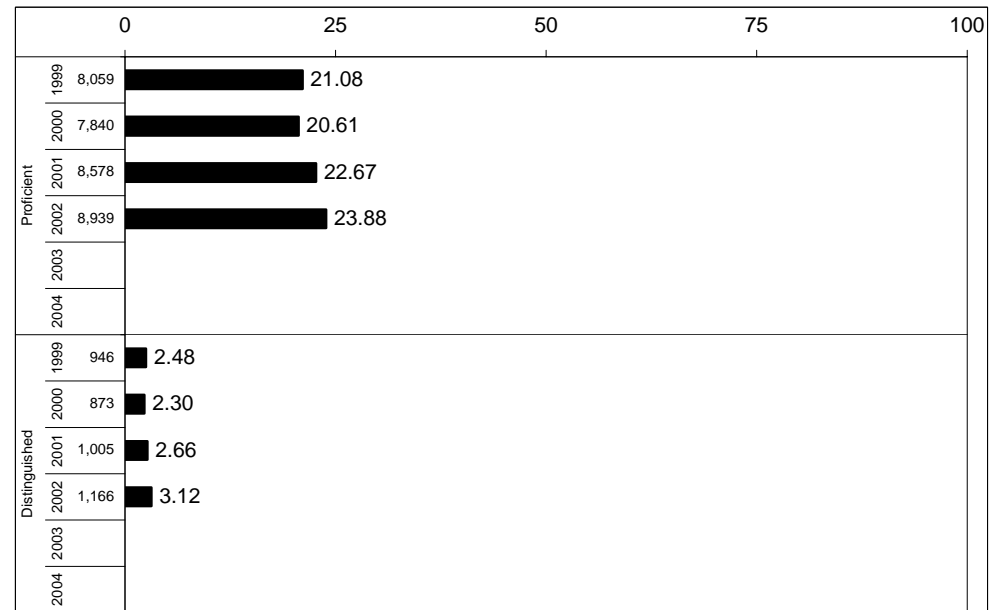
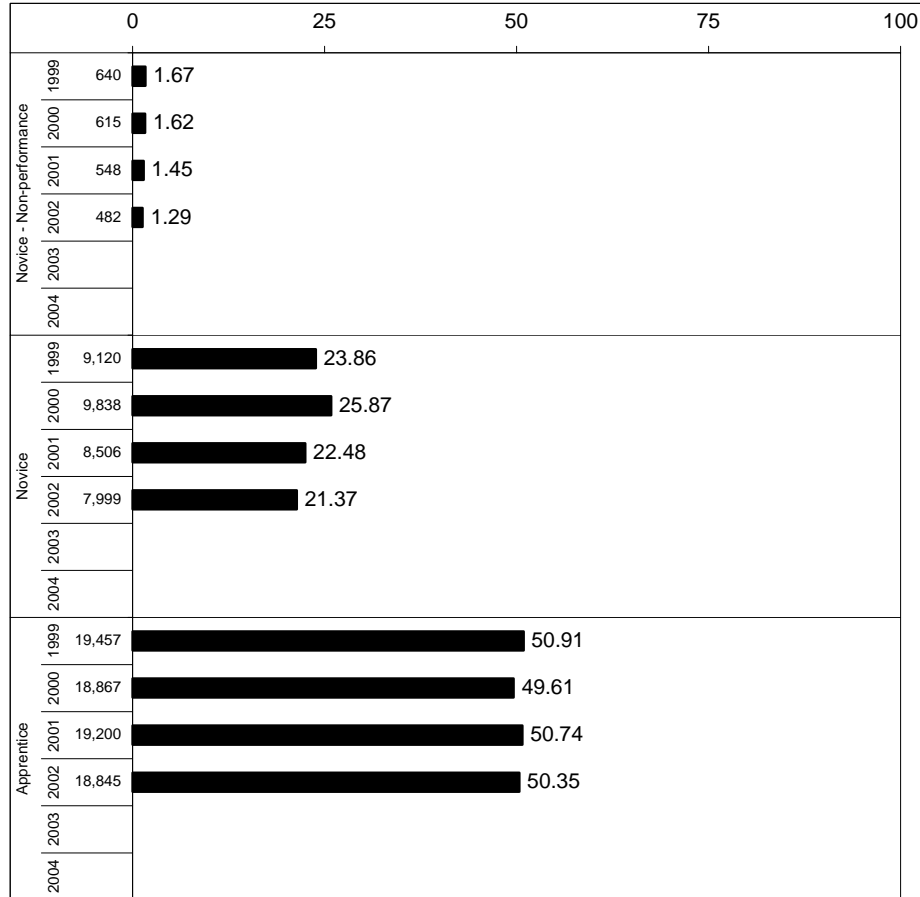
SCHOOL			DISTRICT			REGION			STATE		
# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program											
Participating Students									6,341	16%	599 (0.6)
Not Participating									33,829	84%	538 (0.3)
Gap Participating vs Non-Participating									61*		
Free and Reduced Lunch Program											
Approved for Free/Reduced Priced Meals									11,677	29%	521 (0.5)
Not Approved (includes not coded)									28,493	71%	558 (0.3)
Gap Approved vs Not Approved									-37*		
Vocational/Technical Education											
Plans to/completed 3 credits in career area									16,397	41%	542 (0.4)
Enrolled, student not concentrating									7,622	19%	544 (0.7)
Not Vocational/Technical Education									16,151	40%	553 (0.5)
Gap Non-Voc/Tech vs 3 Credits									11*		
Gap Non-Voc/Tech vs Not Concentrating									9*		
Disability Status											
Students without Disabilities (includes not coded)									37,147	92%	553 (0.3)
Students with Disabilities									3,023	8%	474 (1.0)
Tested with Accommodations									1,866	5%	465 (1.2)
Tested without Accommodations									1,157	3%	489 (1.7)
Gap With vs Without									-79*		
Alternate Portfolio									344	1%	
Exemptions (On-Demand)											
Medical									87		
LEP									105		
Other									179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO TREND DATA
Number and Percent

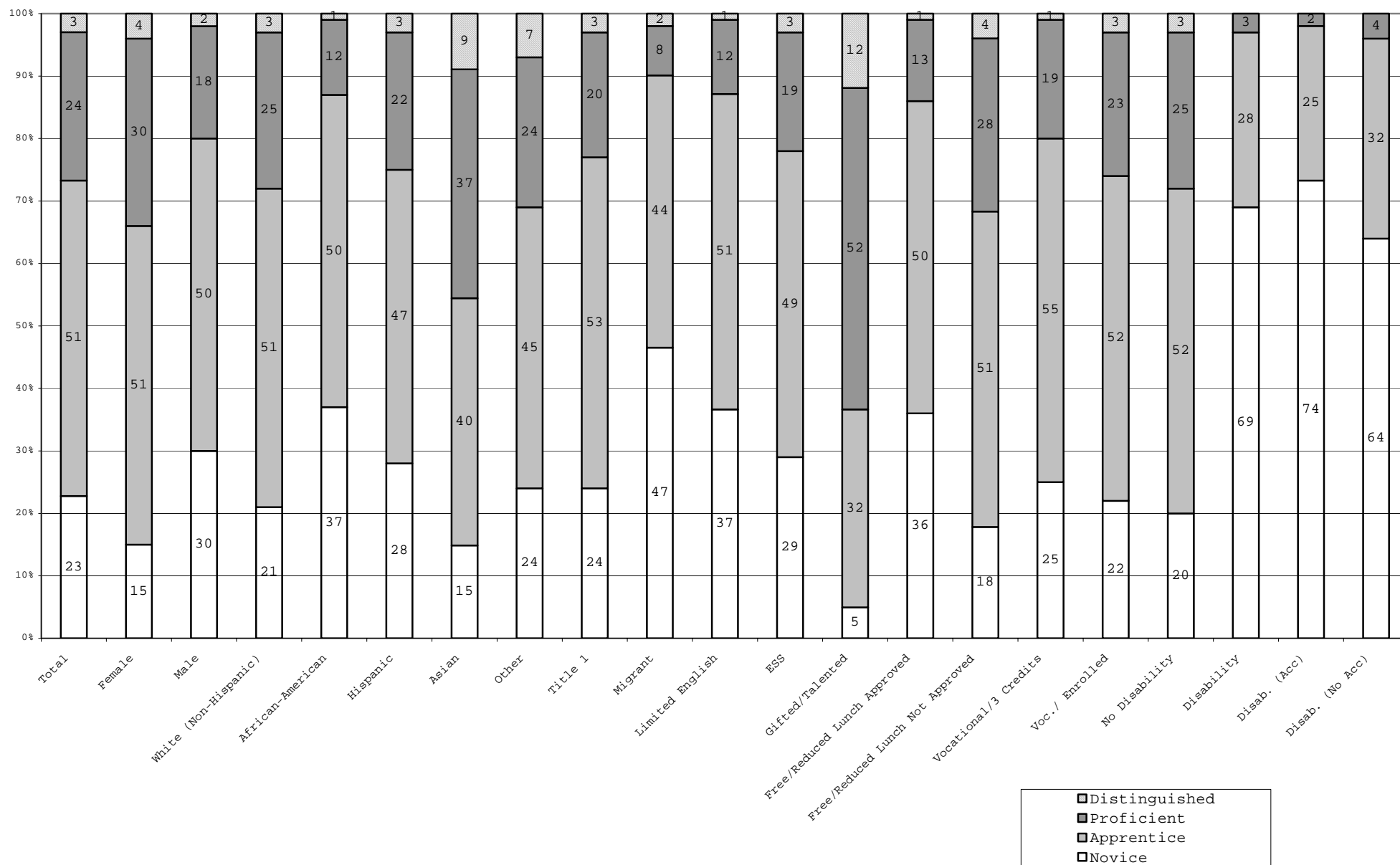
District: STATE
 Code: 999
 Grade: 12



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING PORTFOLIO DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
WRITING PORTFOLIO

District: STATE
 Code: 999
 Grade: 12

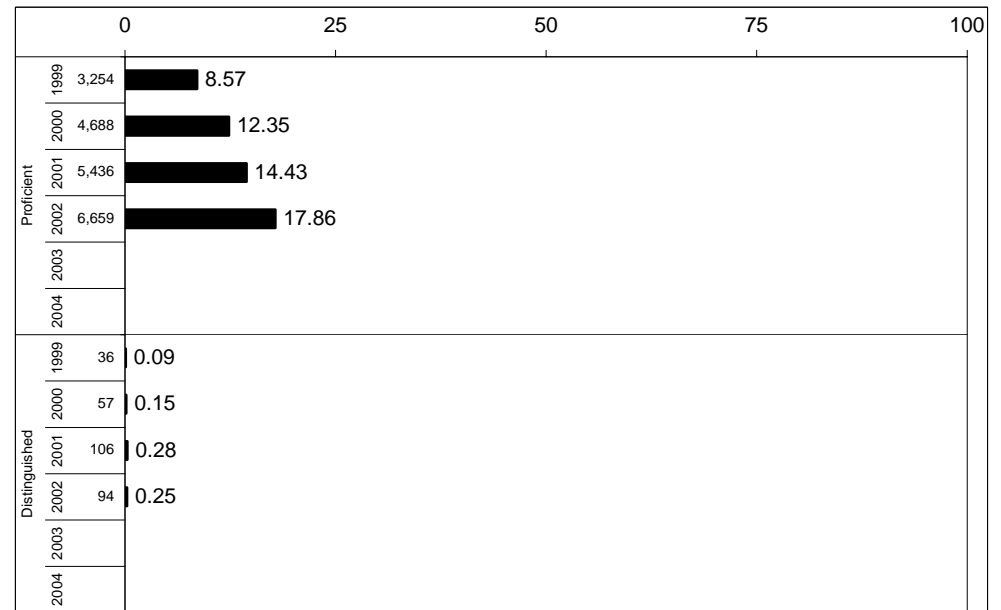
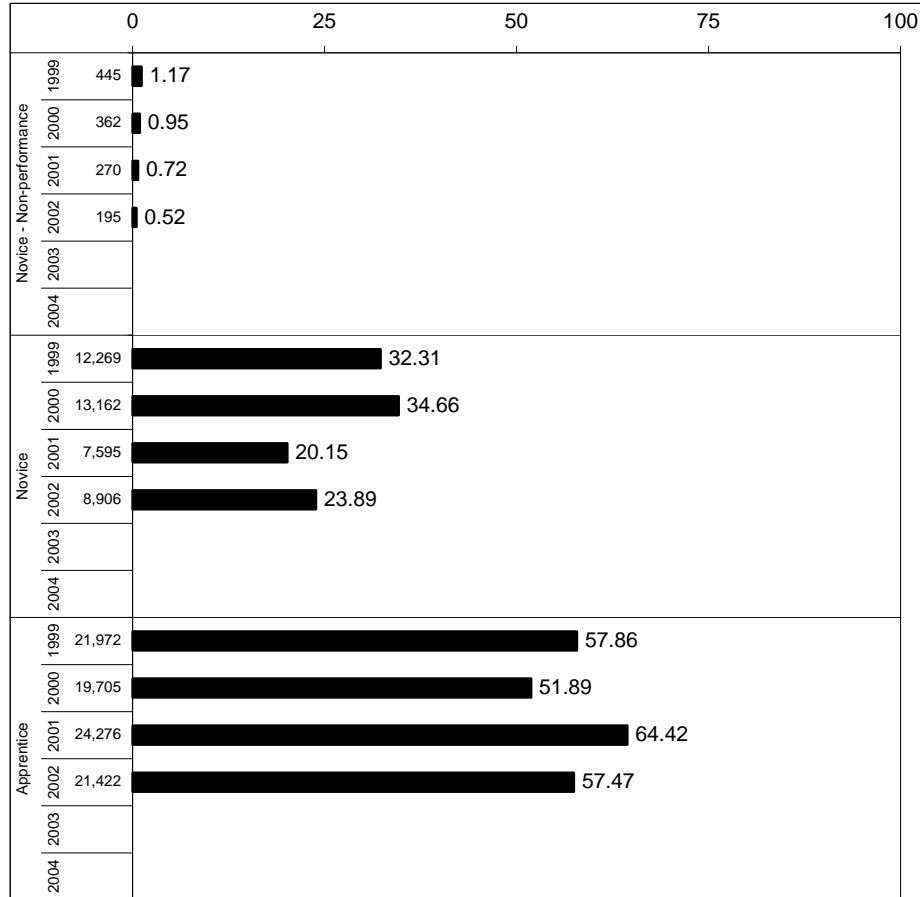
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							37,087	
Gender:								
Female							18,966	51
Male							18,059	49
Ethnicity								
White (Non-Hispanic)							32,618	88
African-American							3,222	9
Hispanic							279	1
Asian							346	1
Other							436	1
Title I							3,832	10
Migrant Program							62	
Limited English Proficiency							182	
Extended School Services							4,070	11
Gifted and Talented Program							5,481	15
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							9,480	26
Not Approved (includes not coded)							27,607	74
Vocational/Technical Education								
Plans to/completed 3 credits in career area							15,947	43
Enrolled, student not concentrating							7,434	20
Disability Status								
Students without Disabilities (includes not coded)							34,788	94
Students with Disabilities							2,299	6
Tested with Accommodations							1,262	3
Tested without Accommodations							1,037	3
Alternate Portfolio							344	1%
Exemptions (Portfolio)								
Medical							17	
LEP							47	
Other							336	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING TREND DATA
Number and Percent

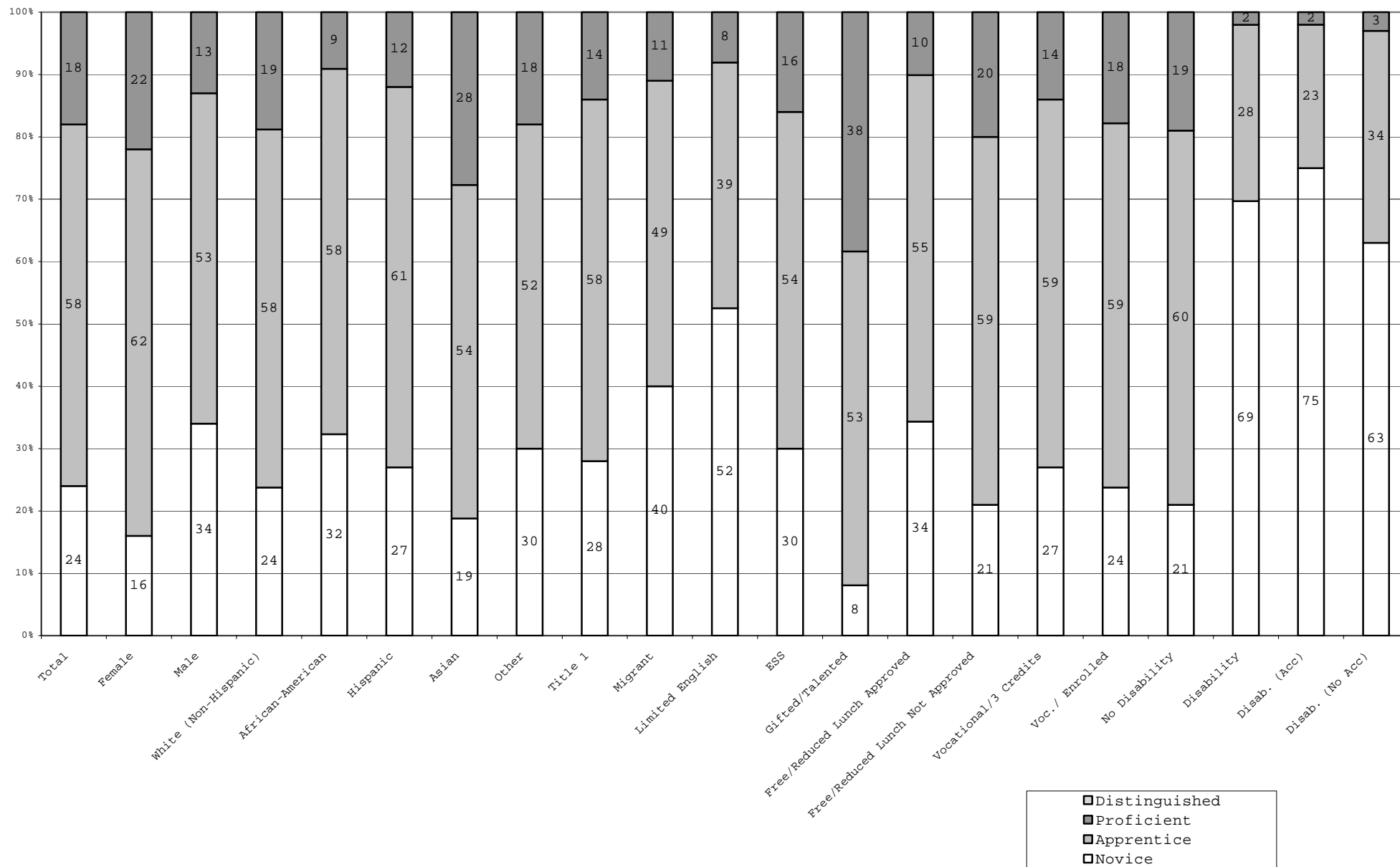
District: STATE
 Code: 999
 Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
ON-DEMAND WRITING DISAGGREGATION
Performance Level Percents

District: STATE
 Code: 999
 Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
DATA DISAGGREGATION
ON-DEMAND WRITING

District: STATE
 Code: 999
 Grade: 12

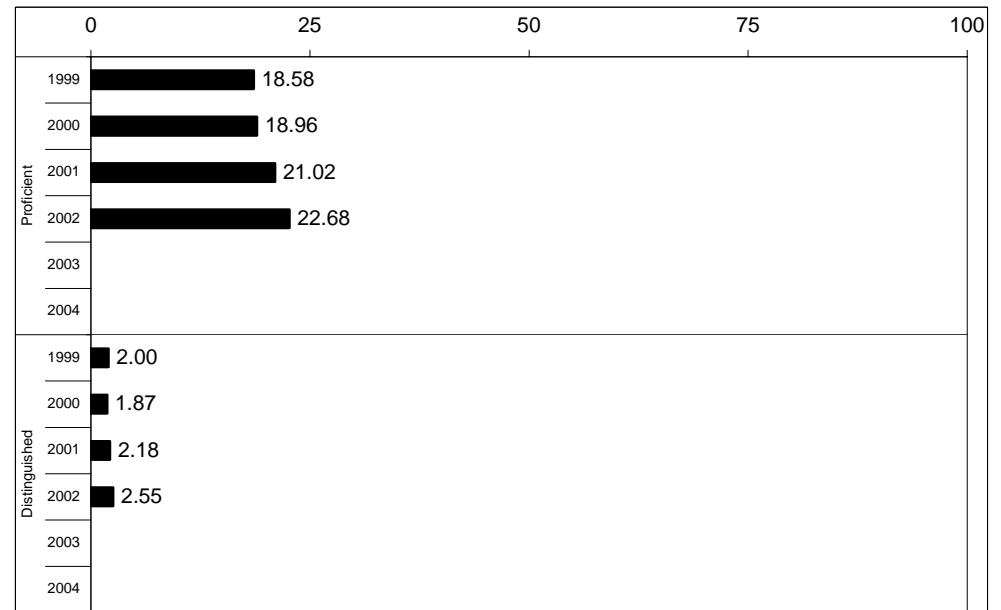
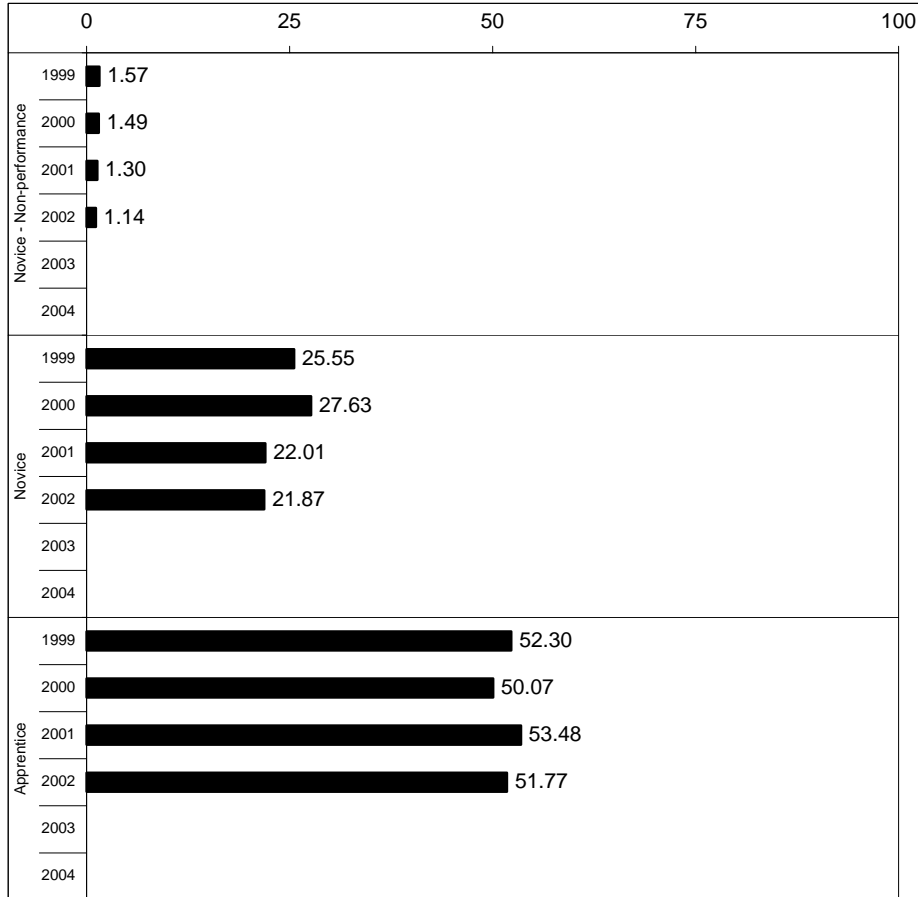
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total							36,950	
Gender:								
Female							18,869	51%
Male							18,028	49%
Ethnicity								
White (Non-Hispanic)							32,540	88%
African-American							3,174	9%
Hispanic							278	1%
Asian							347	1%
Other							440	1%
Title I							3,798	10%
Migrant Program							63	
Limited English Proficiency							166	
Extended School Services							4,063	11%
Gifted and Talented Program							5,486	15%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals							9,522	26%
Not Approved (includes not coded)							27,428	74%
Vocational/Technical Education								
Plans to/completed 3 credits in career area							15,918	43%
Enrolled, student not concentrating							7,454	20%
Disability Status								
Students without Disabilities (includes not coded)							34,638	94%
Students with Disabilities							2,312	6%
Tested with Accommodations							1,277	3%
Tested without Accommodations							1,035	3%
Alternate Portfolio							344	1%
Exemptions (On-Demand)								
Medical							42	
LEP							58	
Other							161	

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SPRING 2002
KENTUCKY PERFORMANCE REPORT
TOTAL WRITING TREND DATA
Percent

District: STATE
 Code: 999
 Grade: 12





SPRING 2002
KENTUCKY PERFORMANCE REPORT
WRITING QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 12

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		314	1%	(1%)	1,711	5%	(5%)	25,394	69%	(69%)	6,551	18%	(18%)	2,962	8%	(8%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		328	1%	(1%)	1,892	5%	(5%)	8,879	24%	(24%)	22,849	62%	(62%)	2,984	8%	(8%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (e.g.,letter,article,editorial,speech) asked for on the On-Demand section of this test		1,697	5%	(5%)	21,342	58%	(58%)	6,046	16%	(16%)	3,911	11%	(11%)	932	3%	(3%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		30,064	81%	(81%)	3,738	10%	(10%)	3,130	8%	(8%)						

Legend: Number of students is listed first. **Bold** = School/District Percentage **()** = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

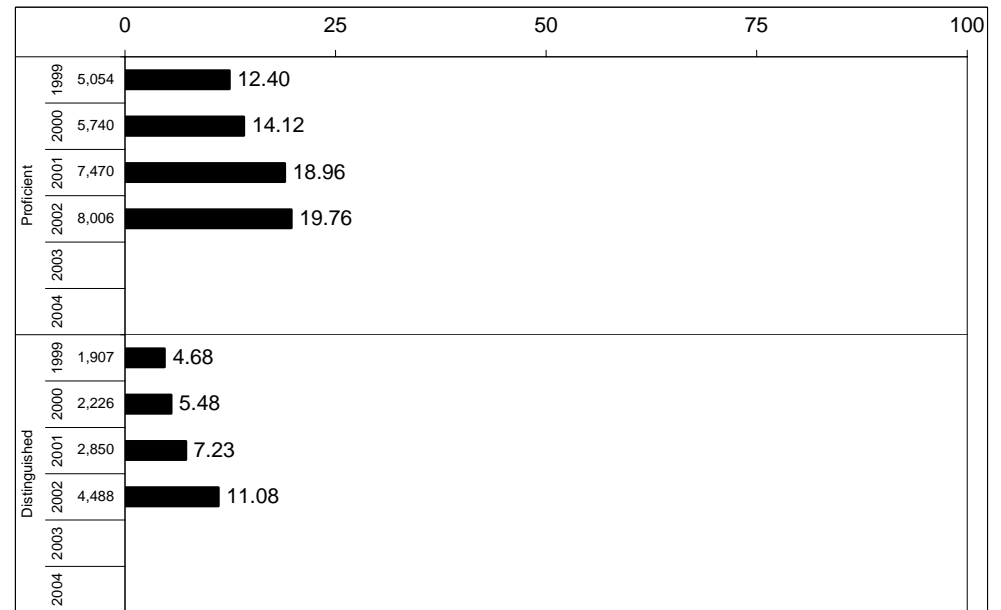
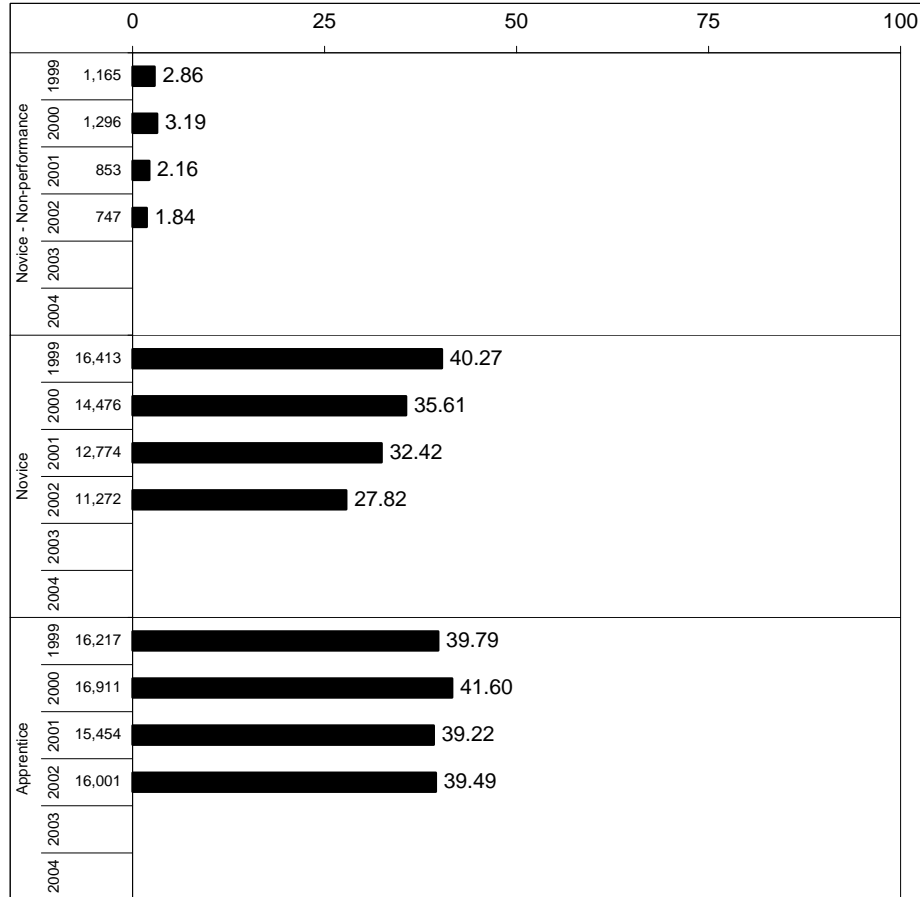


SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES TREND DATA
Number and Percent

District: STATE

Code: 999

Grade: 11

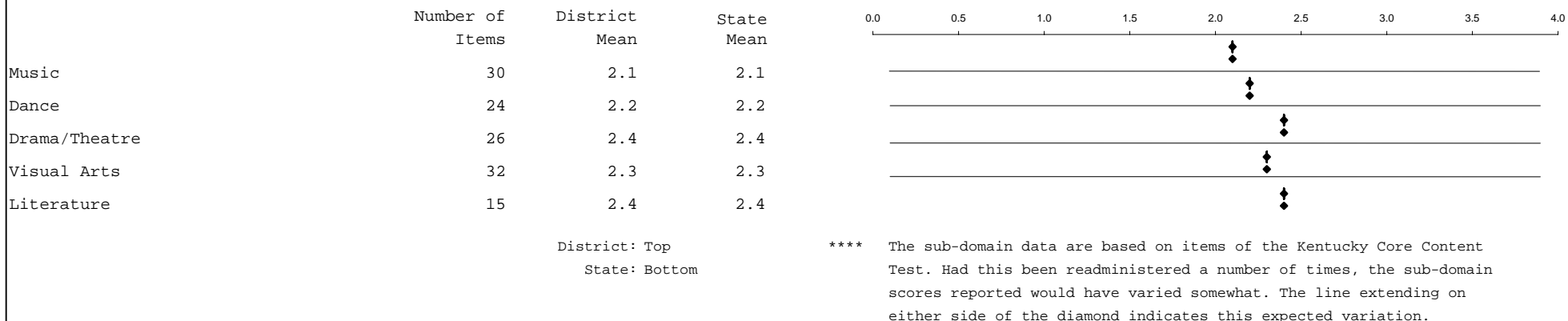




SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 11

ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES



SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES CORE CONTENT

District: STATE
 Code: 999
 Grade: 11

OPEN RESPONSE	No.	STATE								STATE								School	
	Items	No.	Percents						Mean	Std. Err.	No.	Percents						Mean	-State Mean
		Observations	B	0	1	2	3	4			Observations	B	0	1	2	3	4		
1.x.x - Music	6	20,163	2	6	19	42	23	7	2.0										
2.x.x - Dance	4	13,288	2	10	20	38	23	7	1.9										
3.x.x - Drama/Theatre	4	13,131	2	5	16	41	26	10	2.2										
4.x.x - Visual Arts	6	19,637	1	4	18	41	26	10	2.2										
5.x.x - Literature	4	13,319	1	5	20	39	26	9	2.1										
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult <td colspan="3"></td>					
1.x.x - Music	24	79,155	60	40	0	0.59													
2.x.x - Dance	20	66,587	70	30	0	0.70													
3.x.x - Drama/Theatre	22	73,045	65	35	0	0.65													
4.x.x - Visual Arts	26	85,805	63	37	0	0.63													
5.x.x - Literature	11	36,078	63	37	0	0.63													



SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 11

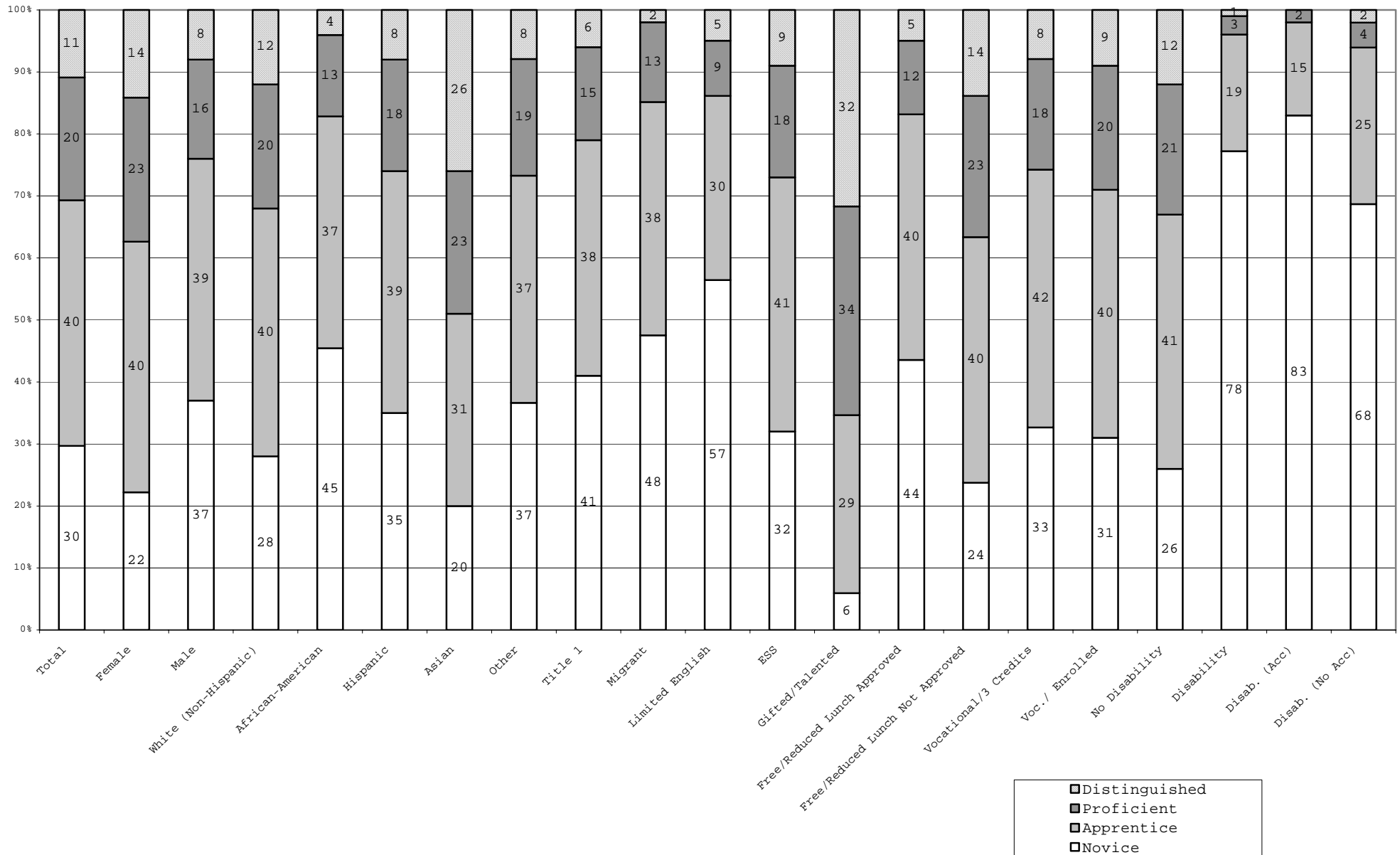
	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
16 How many of the arts and humanities questions tested things you learned in school	4,277	11%	(11%)	19,973	50%	(50%)	11,501	29%	(29%)	2,600	6%	(6%)	1,819	5%	(5%)
17 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	2,694	7%	(7%)	9,708	24%	(24%)	22,222	55%	(55%)	3,668	9%	(9%)	1,878	5%	(5%)
18 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	732	2%	(2%)	3,098	8%	(8%)	8,604	21%	(21%)	25,883	64%	(64%)	1,853	5%	(5%)
19 During a typical school week, how much class time do you spend on arts and humanities	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	9,342	23%	(23%)	9,207	23%	(23%)	9,034	22%	(22%)	3,778	9%	(9%)	7,034	18%	(18%)
20 How often do you complete written assignments about arts and humanities	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
	10,632	26%	(26%)	14,079	35%	(35%)	5,802	14%	(14%)	5,393	13%	(13%)	2,489	6%	(6%)
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>								
	23,185	58%	(58%)	14,204	35%	(35%)	2,781	7%	(7%)						

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
ARTS & HUMANITIES DISAGGREGATION
Performance Level Percents

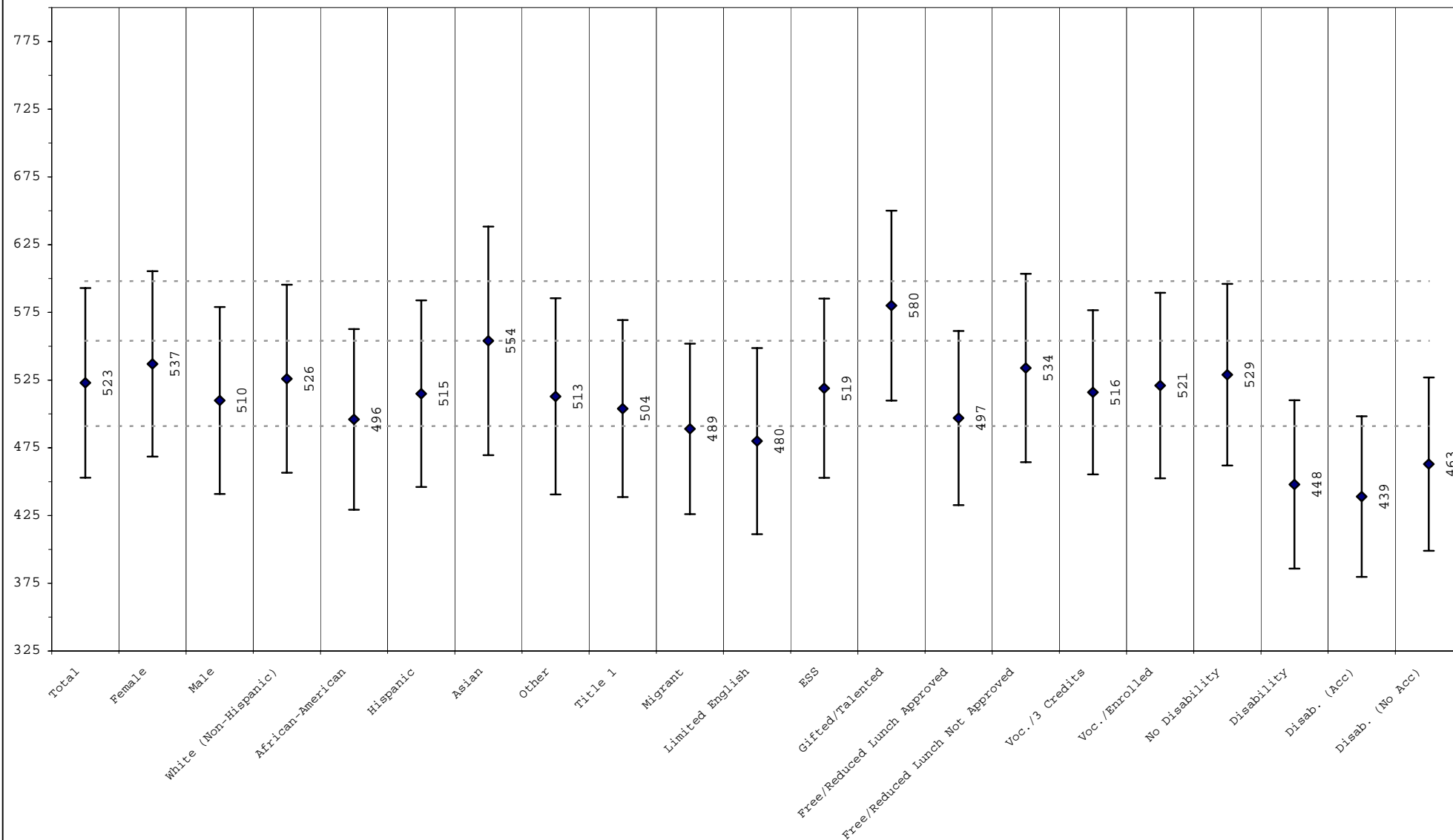
District: STATE
Code: 999
Grade: 11



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
ARTS & HUMANITIES

District: STATE
Code: 999
Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										40,170		523 (0.3)
Gender:												
Female										20,033	50%	537 (0.5)
Male										20,100	50%	510 (0.5)
Gap Female vs Male												27*
Ethnicity												
White (Non-Hispanic)										35,552	89%	526 (0.4)
African-American										3,339	8%	496 (1.2)
Hispanic										307	1%	515 (3.9)
Asian										324	1%	554 (4.7)
Other										479	1%	513 (3.3)
Gap White vs African American												30*
Gap White vs Hispanic												11*
Gap White vs Asian												-28*
Gap White vs Other												13*
Title I												
Participating Students										4,306	11%	504 (1.0)
Not Participating										35,864	89%	526 (0.4)
Gap Participating vs Non-Participating												-22*
Migrant Program												
Participating Students										104		489 (6.2)
Not Participating										40,066	100%	523 (0.3)
Gap Participating vs Non-Participating												-34*
Limited English Proficiency												
Participating Students										128		480 (6.1)
Not Participating										40,042	100%	524 (0.3)
Gap Participating vs Non-Participating												-44*
Extended School Services												
Participating Students										5,570	14%	519 (0.9)
Not Participating										34,600	86%	524 (0.4)
Gap Participating vs Non-Participating												-5*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
ARTS & HUMANITIES

District: STATE
 Code: 999
 Grade: 11

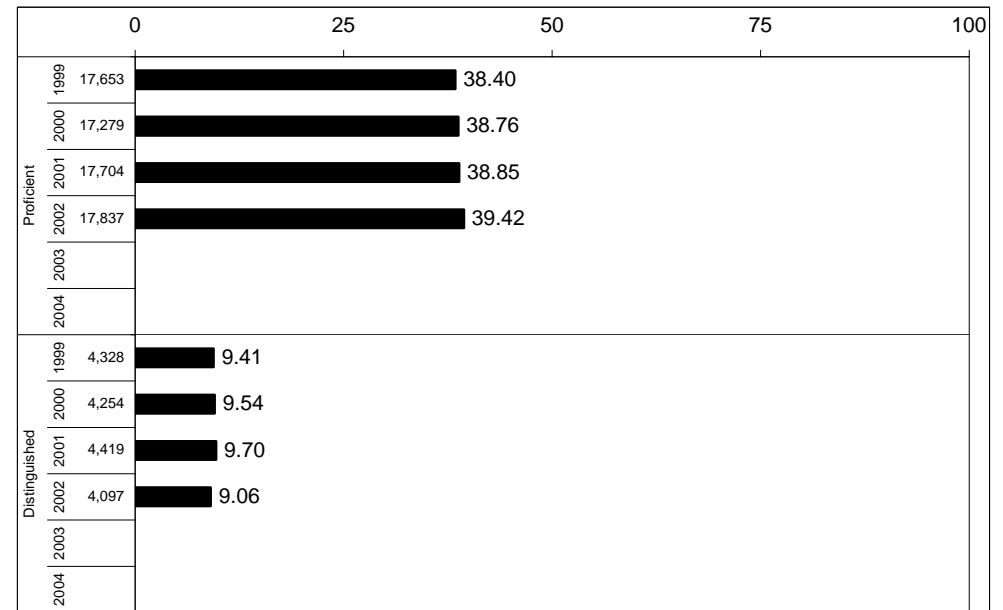
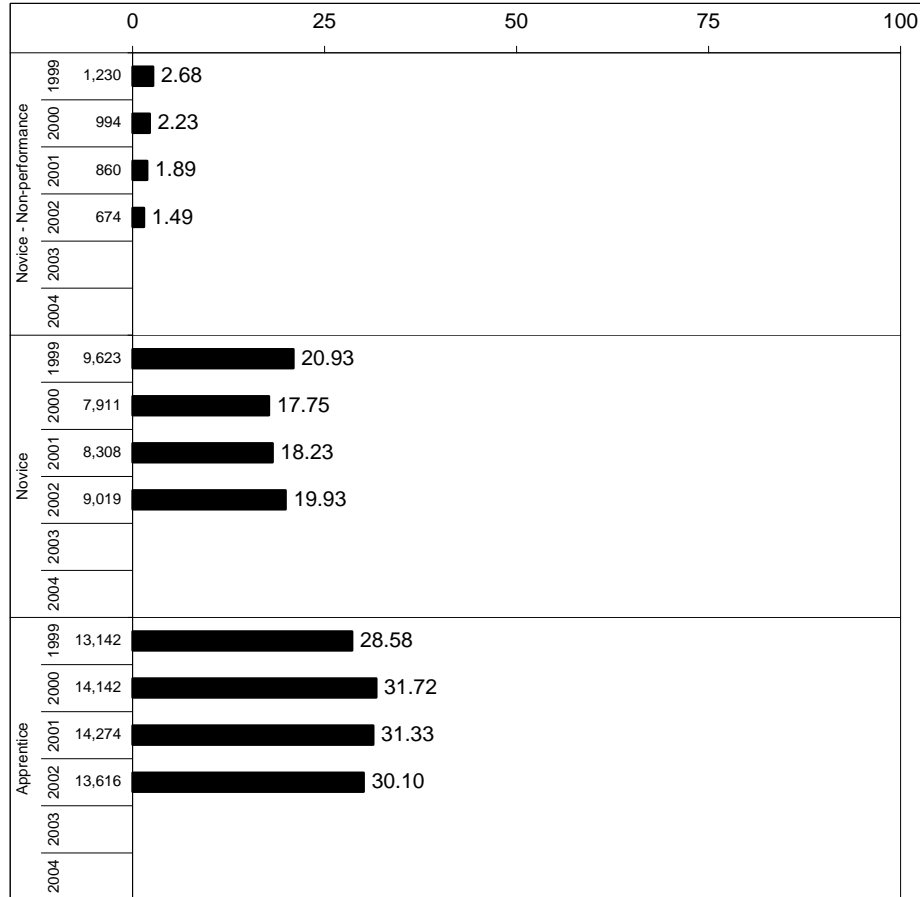
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										6,341	16%	580 (0.9)
Not Participating										33,829	84%	513 (0.4)
<i>Gap Participating vs Non-Participating</i>												67*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										11,677	29%	497 (0.6)
Not Approved (includes not coded)										28,493	71%	534 (0.4)
<i>Gap Approved vs Not Approved</i>												-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area										16,397	41%	516 (0.5)
Enrolled, student not concentrating										7,622	19%	521 (0.8)
Not Vocational/Technical Education										16,151	40%	532 (0.6)
<i>Gap Non-Voc/Tech vs 3 Credits</i>												16*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>												11*
Disability Status												
Students without Disabilities (includes not coded)										37,147	92%	529 (0.3)
Students with Disabilities										3,023	8%	448 (1.1)
Tested with Accommodations										1,866	5%	439 (1.4)
Tested without Accommodations										1,157	3%	463 (1.9)
<i>Gap With vs Without</i>												-81*
Alternate Portfolio										344	1%	
Exemptions (On-Demand)												
Medical										87		
LEP										105		
Other										179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs TREND DATA
Number and Percent

District: STATE
 Code: 999
 Grade: 10





SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS SUB-DOMAIN

District: STATE
 Code: 999
 Grade: 10

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	41	2.3	2.3									
Physical Education	N/A											
Consumerism	17	2.3	2.3									
Jobs/Careers	51	2.2	2.2									

District: Top
 State: Bottom

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/VS CORE CONTENT

District: STATE
 Code: 999
 Grade: 10

OPEN RESPONSE	No. Items	No. Observations	STATE							Std. Err.		STATE							School -State Mean
			Percents						Mean			No. Observations	Percents							Mean
	B	0	1	2	3	4	B	0		1	2		3	4					
PRACTICAL LIVING																			
1.x.x - Health	9	33,503	1	4	23	40	25	7	2.1										
2.x.x - Physical Education	2	7,358	1	5	19	41	26	8	2.1										
3.x.x - Consumerism	3	11,022	1	4	23	39	26	7	2.1										
VOCATIONAL STUDIES																			
4.x.x - Job/Career	10	37,167	1	4	23	40	26	7	2.1										

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs QUESTIONNAIRE DATA

District: STATE
 Code: 999
 Grade: 10

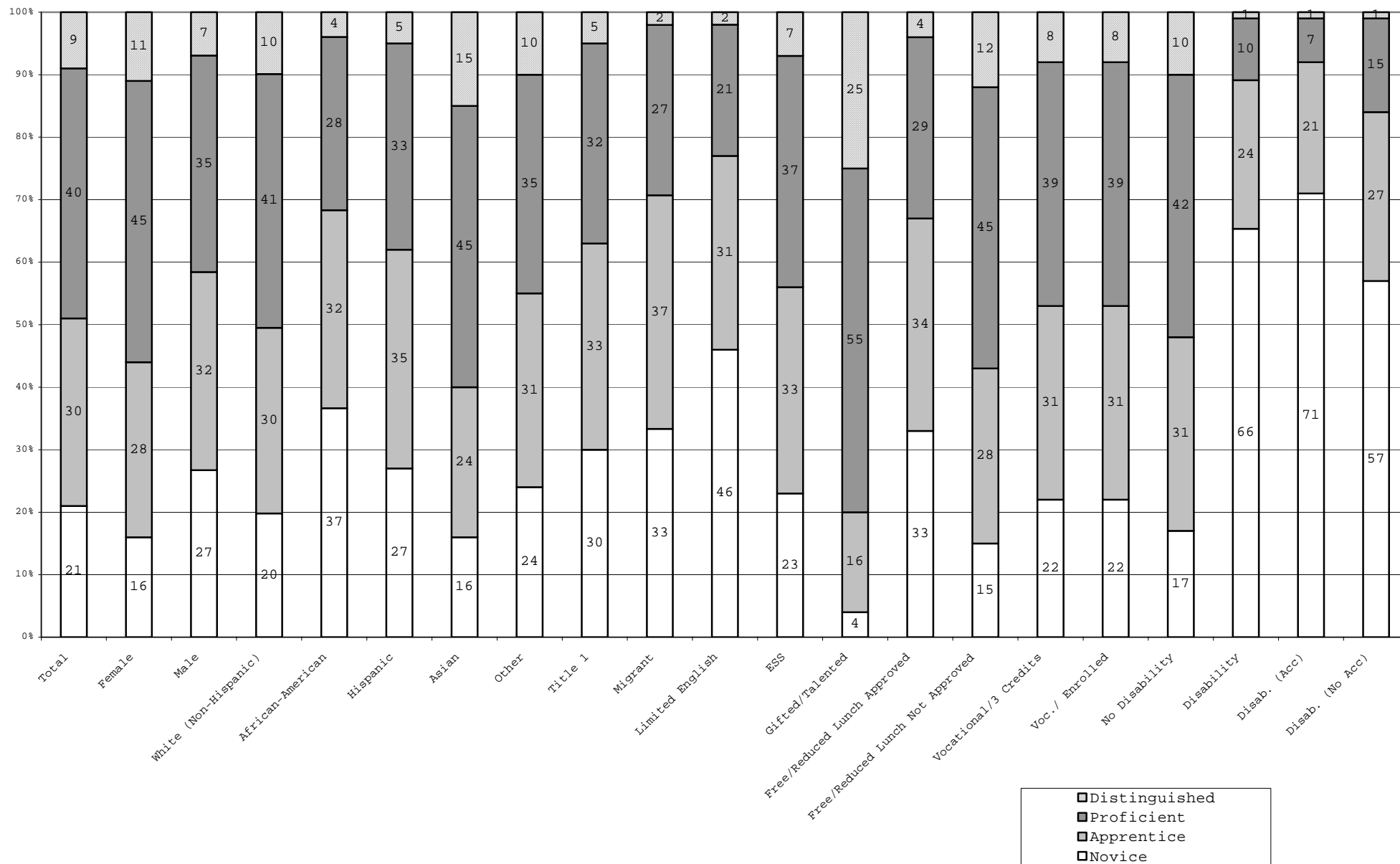
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	4,814 11% (11%)	21,582 48% (48%)	13,888 31% (31%)	2,738 6% (6%)	1,877 4% (4%)
17 How well do you think you did on this test	I Did Very Poorly 900 2% (2%)	I Did Poorly 4,959 11% (11%)	I Did Well 30,667 68% (68%)	I Did Very Well 6,327 14% (14%)	Invalid Response 2,046 5% (5%)
18 How hard did you try on this test	I Did Not Try 908 2% (2%)	I Tried a Little 2,851 6% (6%)	I Tried a Lot 11,210 25% (25%)	I Tried Very Hard 27,954 62% (62%)	Invalid Response 1,976 4% (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002
KENTUCKY PERFORMANCE REPORT
PL/Vs DISAGGREGATION
Performance Level Percents

District: STATE
Code: 999
Grade: 10

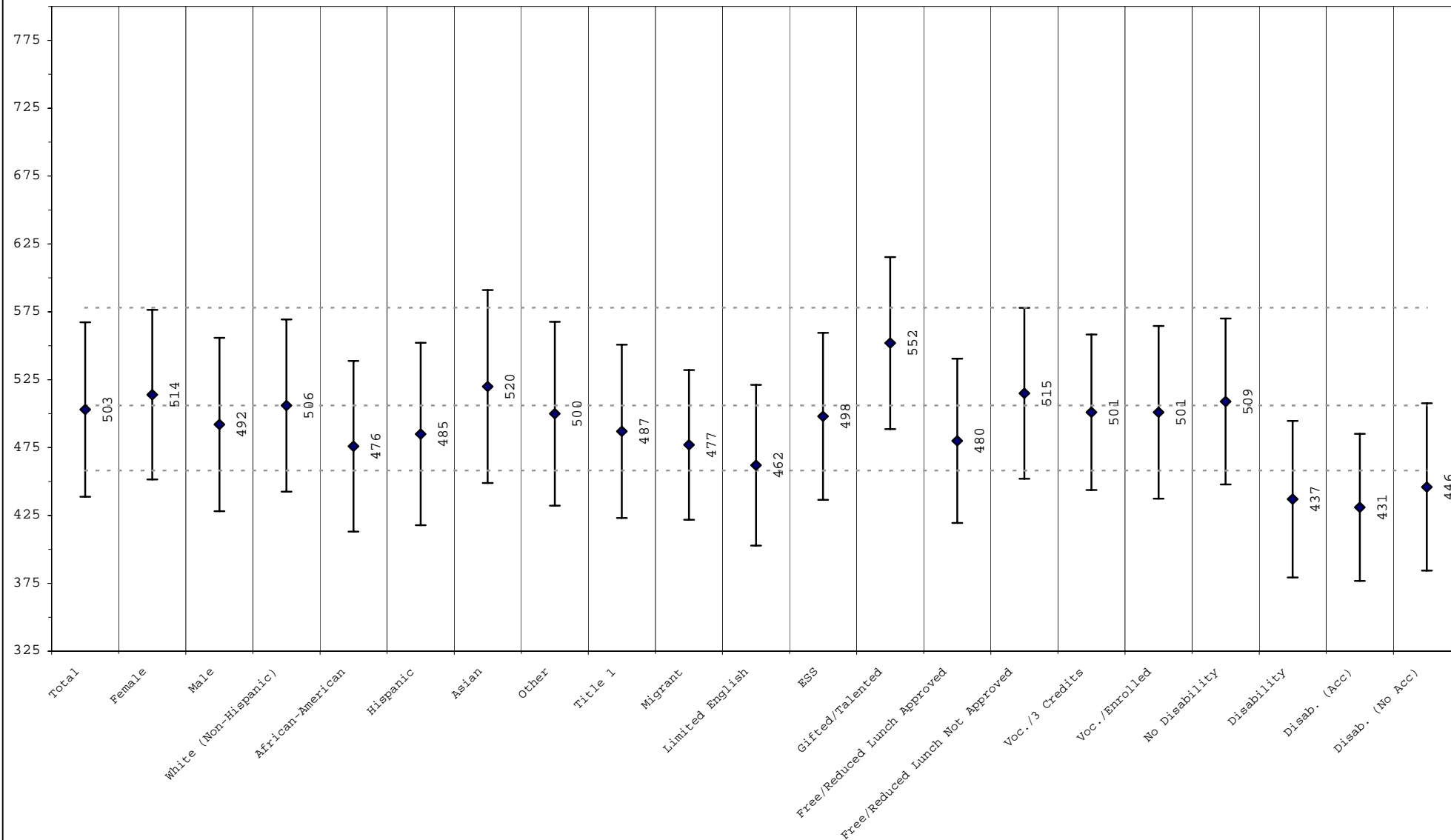


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
MEAN SCALE SCORE/STANDARD DEVIATION
PL/VS

District: STATE
 Code: 999
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/VS

District: STATE
 Code: 999
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total										44,899		503 (0.3)
Gender:												
Female										21,848	49%	514 (0.4)
Male										23,012	51%	492 (0.4)
Gap Female vs Male												22*
Ethnicity												
White (Non-Hispanic)										39,187	87%	506 (0.3)
African-American										4,270	10%	476 (1.0)
Hispanic										394	1%	485 (3.4)
Asian										357	1%	520 (3.8)
Other										535	1%	500 (2.9)
Gap White vs African American												30*
Gap White vs Hispanic												21*
Gap White vs Asian												-14*
Gap White vs Other												6*
Title I												
Participating Students										4,899	11%	487 (0.9)
Not Participating										40,000	89%	505 (0.3)
Gap Participating vs Non-Participating												-18*
Migrant Program												
Participating Students										222		477 (3.7)
Not Participating										44,677	100%	503 (0.3)
Gap Participating vs Non-Participating												-26*
Limited English Proficiency												
Participating Students										177		462 (4.4)
Not Participating										44,722	100%	503 (0.3)
Gap Participating vs Non-Participating												-41*
Extended School Services												
Participating Students										6,632	15%	498 (0.8)
Not Participating										38,267	85%	504 (0.3)
Gap Participating vs Non-Participating												-6*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
PL/Vs

District: STATE
 Code: 999
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students										6,628	15%	552 (0.8)
Not Participating										38,271	85%	494 (0.3)
<i>Gap Participating vs Non-Participating</i>												58*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals										15,199	34%	480 (0.5)
Not Approved (includes not coded)										29,700	66%	515 (0.4)
<i>Gap Approved vs Not Approved</i>												-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area										15,478	34%	501 (0.5)
Enrolled, student not concentrating										11,212	25%	501 (0.6)
Not Vocational/Technical Education										18,209	41%	506 (0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>												5*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>												5*
Disability Status												
Students without Disabilities (includes not coded)										40,849	91%	509 (0.3)
Students with Disabilities										4,050	9%	437 (0.9)
Tested with Accommodations										2,479	6%	431 (1.1)
Tested without Accommodations										1,571	3%	446 (1.6)
<i>Gap With vs Without</i>												-72*
Alternate Portfolio										344	1%	
Exemptions (On-Demand)												
Medical										75		
LEP										194		
Other										35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

District: STATE
 Code: 999
 Grade: 09

NRT Accountability Data by Year

Grade 9

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	51397	1219	2.4	14255	27.7	11503	22.4	11824	23.0	12596	24.5
2000	51757	911	1.8	13871	26.8	11626	22.5	11987	23.2	13362	25.8
2001	50590	759	1.5	13297	26.3	11265	22.3	11768	23.3	13501	26.7
2002	50828	505	1.0	12988	25.6	11356	22.3	12102	23.8	13877	27.3
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



SPRING 2002
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

District: STATE
 Code: 999
 Grade: 09

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	50,828		51.5	53	49.4	49	49.1	48	50	50	27%	22%	24%	27%
Gender:														
Female	24,248	48%	55.5	60	54.1	58	48.9	48	53	56	21%	22%	26%	31%
Male	26,326	52%	47.8	46	45.1	41	49.3	49	47.3	45	31%	23%	22%	24%
(Not Coded)	254													
Ethnicity														
White (Non-Hispanic)	43,131	85%	52.7	55	50.7	51	50.7	51	51.6	53	24%	22%	25%	30%
African-American	5,339	11%	41.7	35	38.9	30	35.4	24	37	27	50%	25%	16%	9%
Hispanic	426	1%	48.6	47	44.8	40	45.3	41	45.8	42	32%	25%	25%	18%
Asian	377	1%	59.9	68	58.9	66	64.6	76	63.1	73	15%	12%	20%	53%
Other	584	1%	51.8	54	48.5	47	48.7	48	49.5	49	24%	27%	24%	24%
(Not Coded)	971	2%												
Served by Title I	5,869	12%	46	43	43.5	38	41.6	35	42.7	37	38%	25%	20%	16%
Served by Migrant Program	314	1%	43.4	38	40.9	33	38.5	29	39.7	31	46%	22%	21%	11%
Students with Limited English Proficiency	170		36.5	26	35.8	25	36.5	26	34.4	23	55%	23%	15%	8%
Served by Extended School Services	6,705	13%	49	48	46.2	43	46.6	44	46.9	44	30%	27%	24%	20%
Served by Gifted and Talented Program	6,770	13%	68.6	81	68.8	81	70.3	83	72.3	86	3%	7%	18%	73%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	20,064	39%	44.3	39	41.3	34	39.8	31	40.6	33	42%	26%	20%	13%
Not Approved (includes not coded)	30,764	61%	56.1	62	54.7	59	55.1	60	56.1	62	17%	20%	26%	37%
Vocational/Technical Education														
Plans to/completed 3 credits in career area	14,828	29%	51	52	48.7	48	49	48	49.5	49	26%	23%	25%	25%
Enrolled, student not concentrating	21,230	42%	51.1	52	49.1	48	48.6	47	49.6	49	27%	23%	24%	26%
Disability Status														
Students without Disabilities (includes not coded)	45,343	89%	53.9	57	51.9	54	51.8	54	52.9	56	21%	23%	26%	30%
Students with Disabilities	5,485	11%	31.7	19	28.6	16	26.1	13	25.9	13	76%	16%	6%	3%
Tested with Accommodations	3,522	7%	30.1	17	27.2	14	23.7	11	23.9	11	81%	13%	4%	1%
Tested without Accommodations	1,963	4%	34.5	23	31.1	19	30.3	18	29.5	17	66%	21%	8%	5%
Alternate Portfolio	414	1%												
			Number Exemptions:		Medical		LEP		Other					
					111		296		9					

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.